

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

For the Grades, High School and College.

24th. Year of Publication.



APPARITION OF OUR LORD TO BL. MARGARET MARY ALOCOQUE
 "LEARN OF ME, BECAUSE I AM MEEK AND HUMBLE OF HEART." (Matt. 11, 29.)

Published monthly, September to June inclusive.

Annual Subscription: \$2.00 per year in advance.

THE DESMOND PUBLISHING CO., Publishers, Milwaukee, Wis. Chicago and New York

IN THIS ISSUE: { "But Wisdom Lingers." The Foundation of Character.
 Approach in the Teaching of Literature.
 A Retrospect. The Psychology of Motivation.

GILMOUR'S BIBLE HISTORY

With a Compendium of Church History
By RIGHT REV. RICHARD GILMOUR, D.D.
1923 Edition With Church History Supplement to Date
With 145 Illustrations and a Map of the Holy Land

12mo, cloth

List Price \$5.53 Discount to Schools 25% Net Price to Schools \$4.15

This Bible History containing as it does the most remarkable events of the Old and New Testaments is recognized as the standard and is used in the majority of Catholic schools throughout the United States.

BIBLE STORIES

For Little Children, Containing the Principal Events of the Old and New Testaments. Profusely illustrated.

This book relates the most suitable parts of Bible History in simple language for children in the 3rd to the 5th Grades. An ideal text with which to prepare the child for the more advanced study of Bible History in the upper grades. In many schools this book is giving great satisfaction as a Supplementary Reader. The low prices which are quoted below make its introduction into any school a very easy matter.

Paper
Boards

List Price \$2.20 Discount to Schools 25% Net Price to Schools \$1.65

KINKEAD'S BALTIMORE SERIES OF CATECHISMS

A Graded Series of Catechisms Furnishing a Complete Course of Religious Instruction

No. 00 gives the Prayers and Acts to be learned before the study of the Catechism begins; No. 0 contains one-half the questions of No. 1; No. 1 half the questions of No. 2; No. 2 one-third the questions of No. 3, and No. 4 (an Explanation of the Baltimore Catechism) furnishes much additional information with copious explanations and examples. The same questions bear the same numbers throughout the series, and their wording is identical.

No. 00. For Prayer classes:	Net
Paper cover, per 100.....	\$2.25
Flexible cloth, per 100.....	5.75
No. 0. For Confession classes and certain Adults:	
Paper cover, per 100.....	3.00
Flexible cloth, per 100.....	8.25
No. 1. For First Communion classes:	
Paper cover, per 100.....	4.25
Flexible cloth, per 100.....	9.00

KINKEAD'S CATECHISM No. 3 IN FRENCH: Paper, per 100.....

No. 2. For Confirmation classes:	Net
Paper cover, per 100.....	\$ 5.75
Flexible cloth, per 100.....	10.50
No. 3. For 2 yrs. course for First Communicants:	
Paper covers, per 100.....	19.50
Flexible cloth, per 100.....	32.00
Stiff cloth, per 100.....	42.00
No. 4. For Teachers and Teachers' Training classes:	
"Explanation of the Baltimore Catechism," each	1.25
	26.00

Edition With Word Meanings

No. 1. Small, Paper, per 100.....	\$ 3.00
per 1000.....	28.00
Cloth, flexible, per 100.....	5.25
per 500.....	24.00

No. 2. Large, Paper, per 100.....	\$ 4.50
per 1000.....	42.50
Cloth, flexible, per 100.....	7.00
per 500.....	32.50

Established
1792

BENZIGER BROTHERS

Established
1792

NEW YORK, 36-8 Barclay St. CINCINNATI, 343 Main St. CHICAGO, 205-7 W. Washington St.

Consider these books for use for the Fall of 1924:

For the high school

UNITED STATES HISTORY

By ARCHER B. HULBERT

"Professor Hulbert has digested his material and subjected it to organization along original lines. He has put new life into an old story, and not only pupils but jaded teachers will gain distinct benefit by studying the subject of their country's origin and development with the assistance of his fresh and sparkling pages."

Review in the
Catholic School Journal

"There is none of the 'sneer' attitude, nor is there the old 'my - country - always - right' view. Mr. Hulbert has the broad spirit of modern scholarship without its destructive tendencies." Review in the

Historical Outlook
Price, \$2.00

For the junior high school

ENGLISH IN SERVICE

By W. W. HATFIELD and
A. LAURA MCGREGOR

"Teachers will find it worthy of serious attention, for it is a faithful embodiment of sound pedagogical principles—a systematic and stimulating contribution to the machinery of education."

Review in the
Catholic School Journal

"Only consummate teaching skill, masterly theoretical technique, and rare insight into students' minds can account for the alluring presentation of the problems at the beginnings of the lesson units." Review in the

English Leaflet

Three volumes, one for each of the three years, price, \$.80 each

For the teacher

TEACHING GEOGRAPHY BY PROBLEMS

By E. EHRLICH SMITH

A practical book that shows where the errors are in teaching method, how to correct them, and what material to use for the enrichment of the course. Price, \$1.50

THE HEART OF THE CURRICULUM

By E. EHRLICH SMITH

This is a book on the teaching of reading. The subject is correlated with all of the other elementary school subjects, and the book presents many practical helps to the teacher so that the best results may be secured.

Price, \$1.50

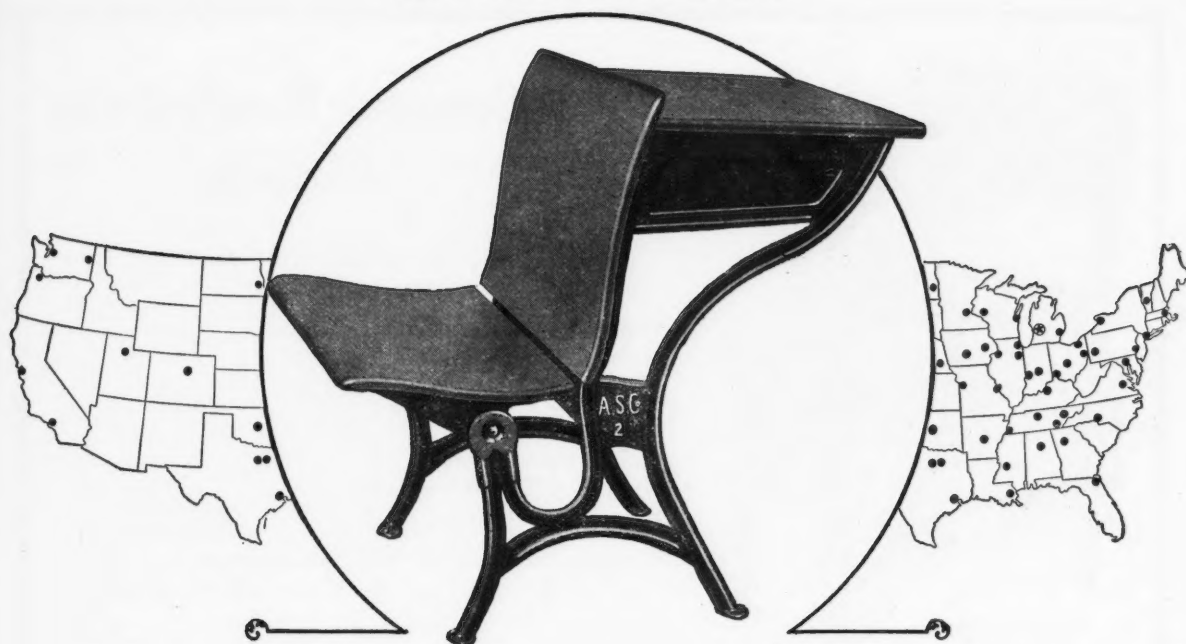
Supplementary Reading THE JUNGLE BOOK THE SECOND JUNGLE BOOK

CAPTAINS COURAGEOUS
By RUDYARD KIPLING

These books are now available in school editions.

Price, each, \$1.00

DOUBLEDAY, PAGE & CO., Publishers, Garden City, New York



Equip with "AMERICAN" Desks

TRUE, the fact that American Schools have bought more than 4,000,000 of our Tubular Steel Desks is, of itself, no adequate reason why our desk should be selected by you. But such popularity means to the man who does buy it that his judgment of fine and enduring workmanship has been adequately substantiated. Think of the scrutiny to which this desk must have been subjected!

Month in and month out AMERICAN craftsmen have been building desks in anticipation of the greatly accelerated demand that seems inevitable through the summer and fall. The result is that our distributors' warehouses throughout the country are stocked with school merchandise that has been fashioned to carefully studied standards. There has been no necessity to sacrifice care and quality to the rush of a ruthless production program.

And now, fifty-one branches and distributing organizations are ready to supply your needs on time—quickly but UNHURRIED.

American Seating Company

General Office 1031 Lytton Bldg. Chicago

Fifteen models for classroom and auditorium—each designed to serve a particular purpose particularly well—each fully guaranteed. Catalogue A-155 sent on request.

The factory is in Michigan  but the service is local to you!



St. Louis Movable
Chair Desk

American Furn. Mart.
4th Floor, Room 408,
666 Lake Shore Drive,
Chicago, Ills.

Fifth Floor
1319 Building
1319 Michigan Ave.,
Chicago, Ills.

Conrades Manufacturing Company

We specialize in School Seating

Important features of the St. Louis
Movable Chair Desk

Sturdily built
Well finished
Can be moved about
Made in 6 different sizes
Economy of up-keep

Write for our booklet "The Development of Learning"
covering Movable Chair Desk, and school seating.

CONRADES MANUFACTURING CO.

Makers of "Better Built" chairs.

1942 North Second St.

St. Louis, Mo.



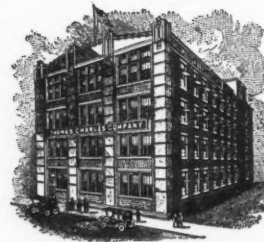
Special Binder For The Journal

We have ordered a limited number of patent self-binder cloth covers for volumes of The Journal. Some of these have already been spoken for by school libraries and religious.

These binders are made up especially for The Journal as an accommodation to many subscribers who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month. This binder is very practical, holds the ten numbers of each volume and permits immediate reference to or removal of any copy without disturbing any other issues. Price \$2 each post-paid delivered. Remittance must accompany orders.

THE CATHOLIC SCHOOL JOURNAL

445 Milwaukee St., Milwaukee, Wis.



MILTON BRADLEY CO. SCHOOL SUPPLIES

A few of our well known materials for Schools:

Nos. B-1, B-4 or B-5
Water Colors
Pressed and Wax
Crayons in Pasteboard
and Metal Boxes
Industrial Drawing Kits
Art Enamel
Moldolith
Adhezo
Embeco Paste Powder

Bull's Eye Tinted Paper
Plain Drawing Papers
Tonal Poster Paper
Tempera Poster Colors
Scissors
Raphia and Reed
Basket Bottoms
Straight Line Cut-Outs
Kindergarten Supplies

If you are not familiar with these supplies send for
catalogs, prices and samples

Thomas Charles Company

2249-53 Calumet Avenue

Chicago, Illinois

Northwestern Agents of MILTON BRADLEY CO.



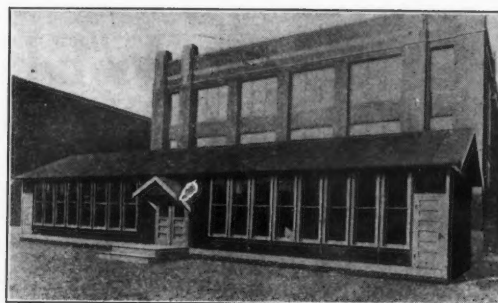
Spalding for Sport

For thirty years, we have made a study of the gymnasium and playground needs of leading institutions and have during that time, put our ideas into successful practice in thousands of clubs, schools and colleges.

Let us help you with our plans and suggestions—no obligation at all—we are glad to help.

A. G. Spalding & Bros.

Address A. G. Spalding & Bros., Gymnasium and Playground Contract Dept. at Chicopee, Mass., or the Spalding Store nearest you and located in all principal cities.



THE RELIABLE M & M PORTABLE SCHOOLS

The best of material used throughout in construction.
Comply with state requirements.

BUILT COMPLETE AT OUR FACTORY

Your janitor with four common laborers and our illustrated instructions can erect them.

ENTIRE SATISFACTION GUARANTEED

Write for Catalog and Delivered Prices

MERSHON & MORLEY COMPANY
SAGINAW MICH.

Established 1898



Modern School Seating

BUILT to the high standards which distinguish Grand Rapids Furniture, the quality of Steel Furniture Company school seating is unrivalled. Designed with a careful regard for modern educational methods, there is a type for every classroom or auditorium requirement.

You will find much of interest and value in our complete catalogue.

STEEL FURNITURE CO.
GRAND RAPIDS, MICHIGAN

WEBSTER'S SCHOOL DICTIONARIES

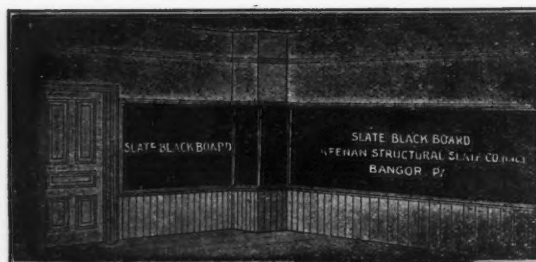
Every boy and girl old enough to have and read books, should also have for convenient reference one of the genuine Webster's School Dictionaries, suited to his or her school grading.

Webster's Shorter School Dictionary
Webster's Elementary School Dictionary
Webster's Secondary School Dictionary

New York
Cincinnati
Chicago
Boston
Atlanta

American Book Company

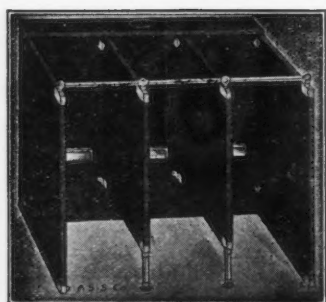
330 East 22nd Street
Chicago, Ill.



Natural Slate Blackboards

are Smooth, Jet-black
Durable and Sanitary

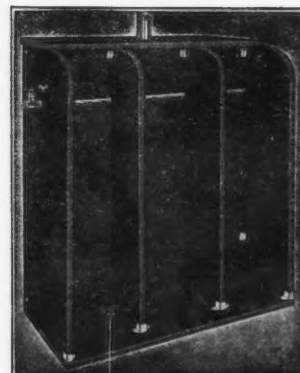
Write for price and Blackboard Booklet



Sanitary Slate Fixtures

Sanitary in fact because
non-absorbent and built
to ventilate

Catalog "B" yours for the asking



Keenan Structural Slate Company, Inc.
Main and Washington Streets
BANGOR, PENNA.

STANDARDS for Measuring Commercial Textbooks

In the development of the Gregg commercial textbook series the publishers have kept in mind these basic factors:

1. The development of skillful and accurate technique.
2. Modern methods of business procedure.
3. Educational content.
4. Correct pedagogy.
5. The development of mental power.
6. The development of a complete library of business literature.
7. The building up of an organization of experts, thoroughly trained in the field of commercial education.
8. Service.

You are invited to investigate and measure by these standards our texts on the following subjects:

ARITHMETIC AND MATHEMATICS

For Junior High Schools
For Commercial Classes
For the Accountant

BOOKKEEPING

ENGLISH

Composition
Classics
Business English

MODERN LANGUAGE

OFFICE PRACTICE

SALESMANSHIP AND ADVERTISING

SECRETARIAL TRAINING

SHORTHAND (Basic texts)

Supplementary
Tests and Measurements

SOCIAL SCIENCE

Economics
Business Organization
Commercial Law

SPELLING

STATIONERY

TYPEWRITING

For High Schools and Colleges
For Junior High Schools
Phonograph Rhythm Records
Drills and Technique

Check the subjects in which you are interested, write your name and address on the margin of this advertisement, and send it to our nearest office. (C. S. J.)

The Gregg Publishing Company

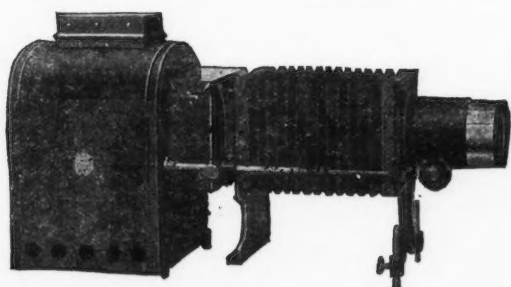
New York

Chicago

Boston

San Francisco

London



STEREOPTICONS

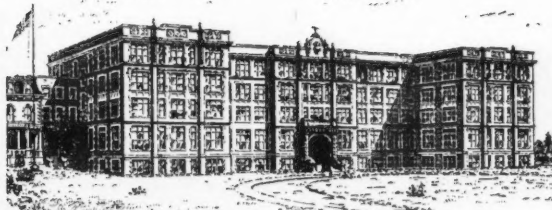
FOR LANTERN SLIDE
PROJECTION IN THE LECTURE
ROOM, SCHOOL OR HALL

The Milwaukee Optical Mfg. Co.

The Milwaukee Optical Mfg. Co., Building

424 Jackson St.

MILWAUKEE, WIS.



Mount St. Scholasticas Academy, Atchison, Kansas

E. BRIELMAIER & SONS CO.

Architects for Catholic Institutions
MILWAUKEE, WIS.

Since 1880

Government

Municipal

Joint Stock Land Bank

Railroad

Public Service

Corporation

Canadian and

Foreign

Investment Bonds

Paine, Webber & Company

have furnished dependable investment service to thousands of investors.

E. J. FURLONG

Resident Partner

64 Michigan Street

Bond Dept.

Telephone Broadway 5780

Milwaukee Office
Established 1902

Standard Typewriting Texts

A PRACTICAL COURSE IN TOUCH TYPEWRITING.

By CHARLES E. SMITH.

The Sixteenth edition greatly enlarged and completely rewritten is more than an enlargement or a revision. It is a new book. The work is presented in the most instructive and teachable manner, and has won the commendation of the WORLD'S GREATEST TYPISTS and typewriting teachers everywhere. All world's typing records for both speed and accuracy are held by typists who studied from "A Practical Course in Touch Typewriting." It has justly been called *the typewriting method of the Champions*.

Published in three editions:—Stiff paper cover, 120 pp., \$1.00. Cloth cover, 120 pp., \$1.35. High School Edition, 208 pp., \$1.60. Teacher's examination copies at half published price.

PITMAN'S LOOSE-LEAF TYPEWRITING EXERCISES.

"I have been impressed with the extensive tabulating exercises. The lack of sufficient practice work along this line has been one of the great weaknesses of most typewriting texts. The dictation and copy material has been well selected; it is interesting and instructive; and, above all, it is good English. The Loose-Leaf idea should certainly aid in keeping the class together. To my mind anything that furthers class instruction in typewriting furthers teaching efficiency. I congratulate you on publishing this much-needed material."—R. G. WALTERS, Head of Commercial Department, Grove City College, Grove City, Pa. On cardboard, 50 cards, \$1.50 a set.

HIGH SPEED IN TYPEWRITING.

By A. M. KENNEDY and FRED JARETT.

Complete in Fifty Lessons. Each lesson is divided into four exercises. The fourth exercise of each of the fifty lessons is graded in such a way that the operator commences the work at a speed of 4.7 strokes per second, or 50 words in the minute; and finishes the fiftieth lesson with a speed of 9.3 strokes per second, or 102 words a minute. 108 pp., \$1.00; cloth, \$1.25.

ADVANCED TYPEWRITING AND OFFICE TRAINING.

New Enlarged Edition.

Practice book for advanced students. Teachers will find this book an excellent aid in preparing pupils not only for the Regent's Examinations, but for a better understanding of what a stenographer and typist should know in the business world. This work has been placed upon the Authorized List by the Board of Regents, Albany, N. Y., for use in all schools conducting commercial classes. 155 pp., 60c.

ISAAC PITMAN & SONS
2 West 45th Street :: New York

1866



1924

SUMMER CASSOCKS and CLOTHING FOR CLERGYMEN

PREPARE FOR ANNUAL RETREATS and
VACATION TRIPS

By Placing Orders NOW

PRICES AND SAMPLES UPON REQUEST

All goods Backed By The "Blue Flag" Guarantee

ZIMMERMANN BROS. "BLUE FLAG" CLOTHING

Sold by FRANCIS J. ZIMMERMANN, Inc.

544-546 Twelfth St.
Milwaukee, Wis.

Chicago: 536 So. Clark St.
Rand McNally Bldg., Room 957

Conrad Schmitt Studios

1707 Grand Avenue, Milwaukee

Decorators of

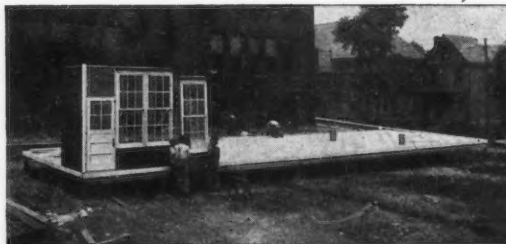
Churches and Chapels

thruout the United States

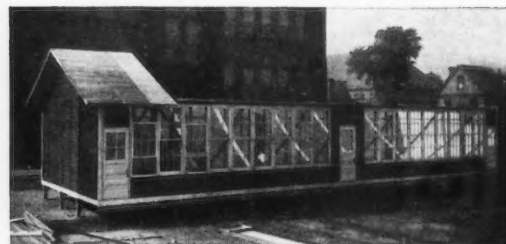
Erecting a Two-Room School in Eight Days

A one-room Circle A School can be erected by a carpenter and three laborers in five days; a two-room school in eight days. Each room accommodates forty pupils comfortably.

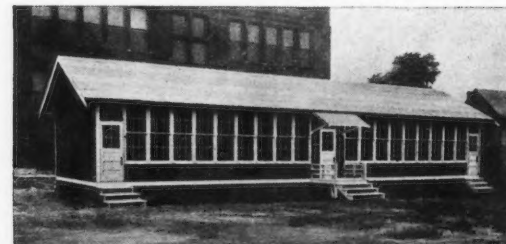
Circle A Schools come in completed sections, three feet wide by wall height, each section being completely finished, with plaster board, interior trim, baseboard, and stained and painted inside and out. Windows come already mounted, and doors already hung, with all hardware and window glass in place.



After the flooring is laid not a nail is needed except those used to attach the roofing material. Sections are bolted together through their studding.



Roof sections are in three-foot widths similar to wall sections. Roof trusses are ironed and bolted together so as to be actually stronger than most roof construction.



Circle A Schools are handsome enough to grace any campus, and are frequently superior in lighting and ventilation to rooms in older buildings. Their insulation (dead air space in sections) keeps them warm in winter and cool in summer.

Send for full illustrated new catalogue of Circle A Schools, explaining construction features and method of erection, etc.

CIRCLE A PRODUCTS CORPORATION

A Subsidiary of the Alexander Lumber Company

724 Neil Street

Champaign, Illinois

CIRCLE A SCHOOLS

(Sectional and Removable)

Made by the Makers of Circle A Portable Bleachers

TEXTBOOKS OF EXCEPTIONAL MERIT

WIDELY USED IN THE CATHOLIC SCHOOLS OF AMERICA

THE MASTERY OF WORDS—A SPELLER

By Sarah Louise Arnold

BOOK I Grades 1 to 5 inclusive

BOOK II Grades 6 to 8 inclusive

List Price 56 cents. On orders of ten or more copies 42 cents

THE MASTERY OF WORDS is sweeping the country. NINE STATES have adopted this book in the past three years, as well as such representative cities as Washington, New York, Baltimore, Cincinnati, Worcester, Rochester (Junior High Schools), Hartford, Troy and hundreds of cities, towns, villages and counties scattered throughout the country.

THE MASTERY OF WORDS is not a list of unrelated words, but a book which really teaches spelling, through sound, clever groupings, emphasis on the stumbling blocks and intensive drill on common words presenting the greatest difficulties.

THE SOLUTION OF THE SPELLING PROBLEM

THE SEE AND SAY SERIES

By Sarah Louise Arnold and Others

BOOKS I, II, and III—for the First, Second and Third Years

List price 64 cents each. On orders of ten or more copies 48 cents

MANUALS FOR TEACHERS, BOOKS I, II, and III

Net price 90 cents

These books standardize the teaching of phonetics in the first three grades, providing such training in the correct sounds of our language and the blending of these sounds, that extraordinary power is developed early in the school course in word-mastery for reading and clear speaking. They provide a complete course in phonetics for the primary grades and can be used with any series of basal reading books.

THE NEW MODEL

NEATFIT ADJUSTABLE BOOK COVERS

"The Best Book Cover Ever Made for School Use"

MILLIONS OF THE NEATFIT ADJUSTABLE BOOK COVERS ARE SOLD EACH YEAR

It is conceded that the life of a textbook is increased 50% by the use of a first class book cover. Write us for samples of our new model covers and see if you do not agree that the NEATFIT ADJUSTABLE COVER is the best on the market.

IROQUOIS GEOGRAPHY NOTE BOOKS

AROUSE UNUSUAL INTEREST
ECONOMICAL

IMPRESS THE SUBJECT
UP-TO-DATE

BOOK I—to accompany the lower book of any modern geography series

List price 40 cents. On orders of ten or more copies 30 cents each

BOOK II—to accompany the upper book of any modern geography series

List price 52 cents. On orders of ten or more copies 39 cents each

Every modern Course of Study in Geography recommends the continued use of Outline Maps and Note Books. The above books include both features in most convenient and usable form at a minimum cost.

BOOK I contains 35 outline maps with full directions for their use, with the questions and topics covering an elementary treatment of geography.

BOOK II contains 50 outline maps with full directions for their use, questions and topics completely covering the subject together with definitions, tables and standard examinations for test purposes.

THESE BOOKS ENABLE PUPILS TO BUILD GEOGRAPHY
BOOKS OF THEIR OWN. THEIR USE WILL MAKE
GEOGRAPHY A REALLY LIVE SUBJECT.

IROQUOIS PUBLISHING COMPANY, Inc.

NEW YORK OFFICE
358 Fifth Ave.

HOME OFFICE
Syracuse, New York

CHICAGO OFFICE
1811 Prairie Avenue

..PASS ANY EXAMINATION..

DO YOU KNOW THAT

The Regents Review Books

PUBLISHED BY

W. HAZLETON SMITH

have been introduced into thousands of Parochial Schools as well as Public Schools throughout the United States and Canada?

DO YOU KNOW THAT they are recognized by the leading Schools in New York City and elsewhere as being the best for Review Work and to prepare for Examinations?

Question Books 40 cents

Answer Books 40 cents

SUBJECTS

Arithmetic
Geography
Elementary English
English Grammar
United States History
Physiology
Spelling
Algebra
Intermediate Algebra
Advanced Algebra

Geometry
Solid Geometry
Trigonometry
1st Year English
2nd Year English
3rd Year English
4th Year English
Psychology and Principles
of Education
Physical Geography
Commercial Geography

English History
Ancient History
Civil Government
History of Education
American History
Modern History B
Physics
Biology
Botany
Chemistry
Zoology
Bookkeeping

1st Year French
2nd Year French
3rd Year French
1st Year Latin
2nd Year Latin
3rd Year Latin
1st Year German
2nd Year German
3rd Year German
Spanish, 1st-2nd years

Commercial Law

Six or more copies, 12% discount.

Commercial Arithmetic

One doz. or more copies, 25% discount

SEND FOR CATALOG

W. HAZLETON SMITH, Desk C, 117 Seneca Street, Buffalo, N. Y.

THE HORN LEARN TO STUDY READERS

TO make automatic the habits of effective study is the important goal of this new series. The Learn to Study Readers are basic books, not "supplementary readers." They develop the pupil's ability to use all books more efficiently. Write our nearest office for information about

BOOK ONE HORN-SHIELDS
BOOK TWO HORN-McBROOM
and THE HORN-SHIELDS
SILENT READING FLASH CARDS

Other books in this series will follow shortly

Ginn and Company

Boston New York Chicago
Atlanta Dallas Columbus San Francisco

The Catholic School Journal And Institutional Review

CONTENTS FOR JUNE, 1924.

Volume 24	No. 3
	Page
Appropriation of Our Lord to Bl. Margaret Mary Alcoque, (illustration).....	Cover
Current Educational Notes, "Leslie Stanton".....	105
"But Wisdom Lingers", Brother Leo, F.S.C., L.H.D	107
The Foundation of Character, Sister Leona Murphy, S. C., B. A.....	109
Approach in the Teaching of Literature, Goerge N. Shuster, M. A.....	111
A Retrospect, Sister Marie Paula, S. C., Ph. D.....	113
Catholic Educational Association Convention at Milwaukee	115
The Teaching of Religion, Rev. C. Bruehl, Ph. D....	116
The Psychology of Motivation, A Sister of Charity of Nazareth (Ky.).....	117
Training For Life, Rev. Edward F. Garesche, S. J. M. A., L.L. B.....	118
Elocution in Colleges, Brother Gabriel, F. S. C., B. A., M. Sc.....	120
Achieving The Proper Emotional Tone in The Classroom, Burton Confrey, M. A.....	122
The Symphony, Its Origin and Early Development, Rev. F. Jos. Kelly, Mus. Doc.....	126
Compendium of Academic Religion, Sister M. John Berchmans, O. S. U.....	128
Editorial Comment	132
Humor in the School Room.....	135
News Items in Brief.....	137
New Book Reviews for the Month.....	138

Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

Vol. XXIV, No. III.

MILWAUKEE, WIS., JUNE, 1924

SUBSCRIPTION, \$2.—PER YEAR

"ON THE FRONT PAGE."

Some weeks ago a meeting was held in New York at which representative Jews, Protestants and Catholics discussed the need of religious education. Cardinal Hayes was one of the speakers, and he called attention to a sign of the times when he said: "After all, religion is a part of human life. Religion nowadays is on the front page. It is a very live question."

True. And if religion is alive there is no justification for the teacher to handle it as though it were embalmed in textbooks and had no vital relations with the topics of the day. Some of us need to shake ourselves and our methods and demonstrate to our pupils that religion is the liveliest subject in the curriculum.

And, as the cardinal said, religion is on the front page. Religion is an "up to date" subject; or, more accurately, it is of those things so intimately associated with man's days and man's destiny that they are ever ancient and ever new. But it is the timeliness of religion, its front page aspect, that especially appeals to our generation. Religion, though not a novelty, is news. It is and always has been, tidings.

The fact that so many people today follow false and freak religions and worship at very strange shrines should not obscure that other fact that their minds are open to religious truth and their souls athirst for living waters. Many of the hungry sheep look up and are not fed; but they are none the less hungry. Religion is a need of the times, an affair of current interest, as well as an eternal entity.

Such considerations should have a shaping influence on our class room procedure. We are too prone to assume in practice that since the body of Catholic dogma is unchangeable, Catholicism is aloof and apart from twentieth century America. That attitude is deplorable. Our pupils need to be shown that the true religion is **alive** and **timely**, that in no sense is Catholicism behind the times.

A prince of the Church has sounded a salutary keynote for religious teaching: "Religion nowadays is on the front page. It is a very live question."

AFTER THEY LEAVE US. Readers of a recent novel, "False Gods," by Will Scarlet (Benziger Brothers), will recall among the characters a sort of philosopher-educator-saint known as Brother Ultan. I have been meditating a little on Brother Ultan, and I find him a less admirable person than the author ostensibly conceives him to

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

be. One of Brother Ultan's former pupils loses his faith and imperils his morals; and Brother Ultan says his prayers and talks understandingly of the case, but he does absolutely nothing to exert his personal influence on the boy and bring him back to his senses. I wonder if in Brother Ultan's pocket New Testament there was the story of the shepherd who went out and brought back the lost sheep!

And it may be that Brother Ultan is typical of some Catholic educators who lose touch with their pupils on graduation day and rarely bestir themselves to help the fledglings in the perilous flight. Such teachers gladly give good advice to such of their former students as come back to visit them; but what of the former students who do not come back? The bashful and heedless ones probably meet sage counsel and personal contact far more than the others.

Not all of our boys and girls walk in the right path after they leave us. Some are failures; and my reading of "False Gods" leads me to wonder if the proportion of failures would not be less if we were to take more pains to continue our friendship and association with our alumni and alumnae. It is the end that crowns our work.

INTROSPECTION. To those earnest souls too intent on self-examination and self-analysis, whether in the spiritual life or in the domain of teaching, I humbly offer the following jingle for profound meditation and appropriate resolves:

The centipede was happy quite,
Until the frog for fun
Said, "Pray, which leg comes after which?"
Which wrought his mind to such a pitch,
He lay distracted in the ditch
Considering how to run.

THE SUNSET MIND. With age prevailingly, with youth sporadically, there comes a mellow mood. In it we look out upon the world serenely even if a little sadly; and we accept the inevitable and observe the falling leaves and wrap our cloaks more closely about our bowed shoulders—for shoulders are bowed at times however broad they may be or have been. At such times we hearken to reformers—especially if they happen to be inexperienced and young—with toleration and gentle amusement; for we have hearkened to so very many reformers—and somehow we have always needed reform. To our softened eyes in that mellow mood the faces of little children are sweet and pathetic, and in our ears the cries of boys at play come

freighted with gladness and with prophecy of woe. And presently we grow introspective and scan our own lives and our own deeds and our own projects, and we wonder and pray. We wonder at the gap between our designs and their realization; we pray because more than ever are we convinced that prayer is more potent than armies or libraries, than councils or laboratories.

Writers have written to fit this mellow mood, to tell us just the things we should like to say were we writers ourselves. Thus Charles Kingsley, in "My Winter Garden," addresses himself to the sun-set mind:

"You will see more and more the depth of human ignorance, the vanity of human endeavors. You will feel more and more that the world is going God's way, and not yours, or mine, or any man's; and that if you have been allowed to do good work on earth, that work is probably as different from what you fancy it as the tree is from the seed whence it springs. You will grow content, therefore, not to see the real fruit of your labors; because if you saw it you would probably be frightened at it, and what is very good in the eyes of God would not be very good in yours."

WE SYMPATHIZE. Some fellow borrower—"fellow" in more sense than one—was irritated by marks and comments and underscorings made in public library books by readers who do such things. His indignation gurgled for expression and eventually he—for his tone, is it not manifestly masculine?—scribbled the following lengthwise down the title page of book H978c—copy 3:

"Is there not a special Hell for those who underline words in books, in token either of their ignorance or their enthusiasm? The author might appreciate such meticulous attention, but the subsequent reader damns it. The curse of democracy in education is on this book, with the marks and smudges of 'educated' readers."—R. F. M.

Who R. F. M. is I haven't the faintest notion, but I do know that in that tirade of pardonable exasperation he says what at times ever so many of us have thought and felt. Of course, if the book is your own you can do what you like to it; but if it belongs to a library accessible to more than one individual, then it is a matter of rather elementary morality and courtesy to refrain from staining its virgin pages. Yes, dear R. F. M., whoever you are, there must be a special Hell for such offenders, and the noble and fastidious Dante, who could so intimately share your mood of generous indignation, would condemn the book defacing reprobates to suffer with those who have sinned against art. And if you take the trouble to recall the Inferno you will agree that the punishment fits the crime.

Scribbling in books cannot be too severely condemned, save only when your scribbler happens to approximate to genius. Whether we like it or not, and whether or not we in theory assent to the proposition, in practice the genius gets more leeway in morality and courtesy than the rest of us. For example, don't we readily condone bad manners in a singer or a saint? We are told that Coleridge had the habit of jottings things down in the margins of books and that his friends were eager to lend him volumes—selfishly eager, for the books were richer books when they came back to their

owners. And it is recorded in the late John Talbot Smith's "Brother Azarias: The Life Story of an American Monk," that the gifted and scholarly educator's pencilings in a copy of Ravelet's *Life of St. de la Salle* moved his future biographer to cultural rapture.

But most of us are neither Coleridges nor Brother Azariases.

A CATHOLIC DRAMA. Wonders will never cease. Here we have one of those elaborate souvenir programs of "The Miracle," the play which has been giving a new sensation or two to jaded Broadway, and among several inaccuracies of statement and infelicities of expression we note the following: "What is true of 'The Miracle' is equally true of the Protestant morality of 'Everyman,' which has nowhere been so popular as in Roman Catholic Vienna."

Since when, we rise to inquire, has "Everyman" turned Protestant? Its author was a Catholic monk; it was written long before there were any Protestants; it manages to incorporate practically all the distinctively Catholic doctrines, including the Seven Sacraments, the intercession of Our Lady and prayers for the dead. "Everyman" is far more a Catholic play than "The Miracle" with all its lights and incense and ecclesiastical setting.

We should like to mention here a great religious drama as Protestant in spirit as "Everyman" is Catholic. But we cannot recall any. In the arts Protestantism has made for secularization, not for the intensification of religion.

POINT OF VIEW AGAIN. Over on the corner stands the Jewish synagogue. You and I have passed it scores and scores of times. We have noted its architectural peculiarities, discussed the inscription above its pleasing portal, sympathized even with the climbing plants crouching beside its wall. Oh, we know that synagogue.

But we don't. I don't here refer to the profound truth that we don't know it from the inside; I mean that you don't know it from the outside, and that I have learned something about it only very recently.

And why? Well, here I am on the third floor of the hospital, diagonally across from the synagogue; and I now see that synagogue from an unwonted point of view. I see it from higher up; and I see in it a beauty and an impressiveness hidden from us as we studied the building from the street.

Might it not be well to climb a bit before proceeding to evaluate books and pictures, epochs in history and the men and women we think we know? "On the heights" there is perspective—and peace.

THE USE OF PREMIUMS. The giving of medals, books, premiums, and other incentives to good conduct and scholarship is much in vogue among our schools and colleges. We should not fail to impress upon our pupils that the things to be desired are knowledge and right habits. These are the real ends. The formation of good character is everything, the gold medal for good conduct a mere trifle. The boy who works under a strain in competition for a medal, only to relax effort when he wins, is not being properly educated. The valedictorians of colleges are not always the men who take the prizes in after life. Many a plodding dullard is developing the sterling qualities that later make the man.

"But Wisdom Lingers"

By Brother Leo, F. S. C., L. H. D.



Brother Leo, F. S. C.

What has been called a divine discontent comes to most of us at times, in the form of a vague impression that we are neither as learned nor virtuous nor professionally efficient as we are reported to be, that in reality and in view of our opportunities we are lamentably unprofitable servants. This state of mind is not of the species of self-depreciation designedly induced by deliberately planned acts of humility; it is rather a state of consciousness forced upon us by the contemplation of the men and women about us or by the force of circumstances in everyday life. Often, and in harmony with the law of compensation, it is a by-product of praise. With varying degrees of adroitness people tell us we are wonderful; and then—unless we are hopeless imbeciles—our common sense reminds us that truly we are not what we seem. How often we have begun to build and failed to finish, how often we have run half-heartedly and relinquished the prize! For all our facilities and for all our implicit protestations, is it not pathetically true that, alike in the things of the mind and the things of the spirit, we have fallen short of our possible attainment? Knowledge of a sort we have indeed gained, but ours is not true wisdom, the wisdom that is to human character a lamp and a sword, a magic carpet and an impervious coat of mail.

These are reasons—any number of reasons. Many of them are visible to any eye intent on self-analysis in the white light of truth. But other causes of our backwardness and imperfection lie deeper and ordinarily do not appear above the threshold of consciousness. Like icebergs, most of us are below water level. Especially, there are certain ingrained habits of thinking and feeling and acting, certain ideas and beliefs which we have tacitly and unthinkingly assumed as true, and those habits and beliefs have become determinate factors in our philosophy of life and are the principal sources of our failings. Let us in this paper reflect upon a few such hidden causes of frailty and unhappiness and imperfection.

First, there is the worship of words and phrases. Absurd as the procedure really is, we often assume in practice that we have conquered a difficulty when we have only given it a name. A certain type of good religious explains away ever so many things by making a sententious comment on "human frailty." But does the good religious ever consider the desirability of fortifying the frailty and analyzing its alleged—and seemingly unforgivable—human quality? A student has rather a hard time of it learning a language, and he straightway condones his relative failure by assuring himself that he has

a "poor memory." Possibly he has; but does he proceed forthwith to find out why his memory is poor? Does he make an intelligent effort to discover the bearing of the laws of frequency, duration and association on his particular case? A teacher, finding his class restless and inattentive after the weekly holidays, mutters "blue Monday" and resigns himself to the seemingly inevitable. But why should Monday be pitched in the key of blue? And what is the precise nature of the blueness, and what are the appropriate antidotes? "Human frailty," "poor memory" and "blue Monday" are mere words; and when we worship the words we are doing homage to strange gods.

We fall into the same sin of idolatry when we quote wise sayings trippingly on the tongue to gloss over our ignorance or laziness or cowardice. I have heard the loss of religious vocations explained by the reflection that "many are called but few are chosen." The words are sacred in authorship and profound in signification; but to anyone who knows life and facts and human nature, do they explain why he who puts his hand to the plow looketh back? Were it not wiser to make an intensive and dispassionate study of the environment into which the young religious has been thrust, of the quality of the direction that has been given him, of the motives which have prompted him to lower his ideals? It is unfortunately a familiar experience to hear a preacher or a lecturer marshal unanswerable arguments and cite competent authorities and yet leave his auditors unconvinced or even antagonistic. What has happened? The arguments and citations have been short circuited because in the character of the speaker there was no realization of the vital meaning of the phrases he so glibly retailed. Unless the soul of wisdom is recreated in human minds and hearts, the mere reproduction of its outer form and seeming is but making a display of a corpse. Of what avail is it to quote the sayings of the masters unless we quote them in a masterly way?

Somewhat akin to the worship of words is the failure to distinguish between knowingness and knowledge, a failure widespread in the teaching profession. Knowledge is an acquisition, the fruit of intelligent and persevering effort; knowingness is sham knowledge, the habit of speaking on subjects which one has not intensively studied and vigorously apprehended. How knowingness manifests itself in the classroom Mr. Bliss Perry, himself a seasoned and competent teacher, indicates to us in his "Praise of Folly and Other Papers." (Houghton Mifflin Company, Boston, 1923):

"We teachers, in our social and ethical enthusiasms, are constantly delivering ourselves of immature and amateur judgments upon the most complicated problems of the day. The sociology and the politics of the popular pulpit are queer enough, but I suspect that our obiter dicta of the classroom

are queerer still. Whatever we are supposed to be teaching, we are subconsciously endeavoring to train our pupils for citizenship in a democracy. As ethical instinct this is admirable, but too often we do not really train our pupils; we only excite them with our own eager chatter. We talk knowingly when we do not really know; that is our academic sin." (Page 11.)

Much that passes for religious teaching in our schools and other institutions merits the same indictment. Knowingness rather than knowledge characterizes that condescending and commiserating tone sometimes taken by devout monks and nuns when discussing life in "the world." To listen to them one would imagine that family life is all vanity and vexation of spirit and that outside the cloister the just man falls seventy times seven times a day. And it may not without warrant be suspected that one reason why some graduates of Catholic schools fall away from the practice of their holy religion is the fact that they were not really trained in that religion, but only exposed to devotional chatter. Alas, neither zeal nor personal holiness is a substitute for religious knowledge; and it is gravely possible that even of some dedicated spirits may it be said that they talk knowingly when they do not really know.

All our hampering mental habits are departures from the golden mean; and so it is that persons who have been impressed with the evil of knowingness fall into an opposite extreme which is not less fatal though its effects are different. Knowingness might be labeled, in the popular acceptance of the term, a radical tendency; its conservative antithesis is fear of the uncharted, the characteristic defect of the mature and the bearer of official duties, even as knowingness is the characteristic defect of youth and irresponsibility. But just as we find some old men who in their knowingness are eternally immature, so we not infrequently meet with promising neophytes who miss their own best potentialities and hamstring their finest attempts to aid others because of a blighting timidity at the prospect of untrodden ways.

Fear of the uncharted. How many splendid hazards it renders nugatory, how many magnificent projects it dissolves into evanescent dreams, how many lives destined for nobility it fills with sadness and unavailing regrets. Imitation of models, models of holiness and models of intellectual excellence, is a necessary part of the discipline of life; but there comes a stage sooner or later in the career of every one of us when a God-given inspiration urges us to step clear of the leading strings of our inexperience and to forge our own weapons and break our own virgin trails through the enveloping wilderness of the unknown. Cross bearers are we and torch bearers, carrying through an indifferent and sometimes a hostile world the cross of faith and the torch of learning; and surely it is fitting that we should march on and on with our sacred symbols and not content ourselves with merely holding them at the spot where our noble and heroic spiritual ancestors entrusted them to our willing hands.

Much nonsense is mouthed concerning progress, but progress is an indispensable condition of well ordered living in all planes of being. The parable
(Continued on Page 125)

Unification of Catechetical Teaching

Christian Brothers'

SERIES OF

CATECHISMS

Revised in Accordance

with the

CODE OF 1918

It is the Only Complete Uniform Course of Christian Doctrine by Grades from the Kindergarten to the Seminary, comprising

Catechism of Christian Doctrine for First Communicants. Price, 3½ cents net.
No. 1. (3d grade)4½ cents net

No. 2. (4th, 5th and 6th grades)9 cents net
No. 3. (7th and 8th grades)18 cents net

No. 4. (High schools and Academies) ..72 cents net

No. 7. The Catechist's Manual. Price, 90 cents net.

No. 5. Manual of Christian Doctrine. for (Advanced classes in Academies and for Colleges and seminaries)\$1.60 net

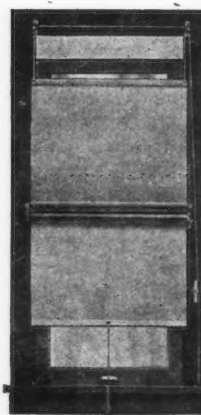
No. 6. Exposition of Christian Doctrine, 3 vols., with summary and analysis. (Reference set for the teachers and clergy, being a complete course of religious instruction in English, 3 vols., 2100 pages)..\$8.50 net

JOHN JOSEPH McVEY, PUBLISHER,

1229 Arch Street, Philadelphia, Pa.

Woodward & Tiernan Ptg. Co., 309 North 3rd St., Louis, Mo.
(Western and Southern Agents)

Privacy, ventilation and adjustment of light can all be easily and quickly had, as desired, when



MAXWELL'S AIRANLITE

(Patented)

Double Roll Shades are used
at the windows.

They are good looking, efficient,
cannot get of order and will
last for years.

Can be made of any standard
shade cloth or of canvas, where
shades receive hard usage.

Furnished by leading school
supply houses.

Write for circular

S. A. MAXWELL & CO.

Sole Manufacturers

3636 Iron St., Chicago, Ill.

Pittsburgh

New York

Kansas City

See Airanlite Shades in use, in buildings already erected
at St. Marys of the Lake, Area, Ill.

The Foundation of Character

By Sister Leona Murphy, S.C., B.A.

The emphasis placed upon character formation by secular educators today may be taken as veritable proof that while for several generations past, the public school has succeeded in producing thousands of scholars with intellectual powers wonderfully well developed, it has failed miserably in the training of the heart and of the will. Reports of educational meetings—national, state, and local—show that considerable time and attention have been given over to this all-important topic, but as yet no workable solution of the problem has been offered.

Character formation is one of the reasons why the Catholic School system has continued to exist down through the centuries. It is the only educational institution that is able to offer as an aid a course of religious instruction from kindergarten to university. The merits of the system have been emphasized, over and over again, in the production of wonderful achievements that bring no blush of shame to the cheek. On one occasion, Disraeli was magnanimous enough to admit that the old faith with its long historical memories, its romance and poetry, its spiritual mystery, its world-wide charity, and its soul-subduing power, is on the side of the angels. With such a heritage our system has never been afraid to undertake this noble work of cultivating, training, developing, strengthening, and polishing, all the physical, intellectual, moral, and religious faculties which constitute dignified human nature.

Since the ultimate end of education then is to develop noble qualities of heart contemporaneously with the unfolding of mental activities, it behooves the Christian educator to make a broad deep study of human nature so as to be able to cope with the many difficulties which are bound to arise in this long-continued and all-important work of forming character.

Human nature is a very complex thing, resulting as it does from the soul operating through the body. It is as varied as the individual that make up the human race and as difficult to understand. A deep study of it gives a fair knowledge of the world-wide man—a knowledge that embraces the operations of the soul, as well as those of the body, and of their manifold inter-relationships. The student finds man to be essentially good, and endowed with reason whose object is truth, and with free-will whose object is good. If his understanding is not clear, man may embrace error, but only when it takes on the appearance of truth, or of goodness. Many other questions concerning the soul and its activities receive due consideration, but emphasis is given to reason and free-will because they play parts so important in moral life. The study of the body proves interesting, even fascinating. A knowledge of its structure, of the functions of its principal organs, of the general effects of good or ill-health upon the spirit, and of a thousand and one other things less important, will give to the prospective educator a broad spirit of understanding and a boundless and sincere sympathy, so necessary in the upbuilding of Christian character.

The following psychological principles are emphasized

here for the purpose of showing clearly that the fundamentals of true character formation must harmonize with the basic principles of education.

The life of the individual pupil presents three distinct periods, each of which requires special knowledge and treatment—the sensory, beginning with infancy and continuing for at least one year of school life; the formative, embracing the classification and organization of experiences gained through sense development; the adolescent period in which the emotions play king and rule the social, the moral, and even the religious aspirations of developing youth.

During the sensory period, the physical growth of the child is usually very rapid, and in his hours of wakefulness, his impulses and instincts are in a constant state of activity. He is keenly observant and wonderfully curious, asking the whys and wherefores of many things that will make but little impression later in life. His desire to imitate is very marked and his imagination enables him to be just what his fancy suggests—a bird or a bee, an elf or a bug-a-boo, or anything that has presented itself to his consciousness.

The formation of habits that will NOT call for correction in the formative period is of paramount importance here. The nature of the child plus the nature of the stimulus will, in all probability, decide the nature of the response. Appeals to the child's imagination, imitation, and curiosity are of immense value in laying the foundation of character, because of the number and variety of responses that may be provoked.

During the formative period, physical growth is generally slower. Coordinations of body and mind require but little effort. Judgment and reason have developed to a considerable degree. The memory is ready for all kinds of tasks. Retention is comparatively easy and reproduction a positive delight to the child. There is scarcely a psychologist of any note today who has not written at length on "memory loads" imposed upon children in the cycles that are past, and insinuations have been broadcasted far and near that the present school age is sacredly guarding this precious heritage.

The really practical teacher often wonders where these children live, and to what school they go! Most teachers could take an affidavit that in an experience covering many years they have never run across a single child suffering from memory load. The fact is, the very opposite is more likely to be the case. Discrimination between mere verbal memory, and memory accompanied by an intelligent, even if not a full understanding, is not a twentieth-century product, as all educators of any experience well know. Those who have fallen victims to what psychologists describe are to be pitied indeed!

What a precious possession then is the gift of memory! How could the Christian educator build up character without it? Estimate its value by trying to conceive a mind devoid of this power—a mind to which the past is a complete blank—a mind that perceives present phenomena fully for

a brief moment, and then with the turn of Time's great wheel all fades away as quickly from the mind as from the sight.

The formative period is without doubt the right time to give direction to the imagination, for direction it should have. During the sensory period a marvelous development of this power has taken place, for the child at play is his own master, and the exercise of his free-will constitutes the whole charm of his pastime. His instinct of imitation has made him reproduce many experiences that satisfy him, no matter how crude they may appear to others. Along with the gradual unfolding of the other mental processes, the imagination has gained a new power—that of constructing mental pictures very different from any that memory has hitherto furnished. With very little cultivation, the imagination is able to do wonderful things with comparative ease; to separate parts of objects; to form simple combinations of separated elements; to enlarge objects, or to diminish them at will, without having received the slightest suggestion from any one.

Is it too much to say that the whole realm of Fine Arts is founded largely upon the imagination? Does not the ideal symbolized in a poem, a novel, a temple, a statue, a painting, or a symphony, awaken in the mind of the beholder, or of the listener, an ideal identical with that which existed in the mind of the one who conceived it?

What gave edge to the chisel of Michael Angelo, enabling him to produce the finest work in sculpture the world has ever seen? What magic guided the brush of Raphael? What kindled the burning coal that touched the lips of Dante? Whence originated those sublime and magnificent poems in stone, the great cathedrals of the world? What empowered Beethoven to draw forth from the concordance of sweet sounds a message for the souls of men that will never die?

The imagination becomes an all-powerful factor then in forming the character of the child, for by means of this precious gift, lofty and noble ideals are conceived and preserved, despite all the obstacles that may arise. With its aid success will crown even the ordinary affairs of life; it will shed light on the path of slow-footed judgment and cheer weary reason at the throne of justice; it will furnish the spotlight necessary to discover the least imperfection in the model of the designer; like the rising sun, greeting the morn with roseate hues, and bringing into prominence the beauties of God's creation which would otherwise remain hidden, so will the imagination brighten the whole horizon of thought for the student, giving clearness and vividness to his conceptions, strength and force to his reasonings, and glorious coloring to his expectations, rivaling that of the sunrise itself.

But there are dangers not far afield. Too great indulgence in day-dreaming and castle-building proves disastrous to character formation, as these tend to give false views of life, and cause one to mistake the ideal for the real. The mind becomes weak with this form of dissipation, precious time is wasted, and the arch-enemy enters in and takes possession of the idle workshop. Sensational literature, lascivious plays, suggestive movies, and obscene art and dances, incite to sensual pleasures. Nothing can be more harmful to the young, and

the mind once polluted finds the greatest difficulty, even with the strongest will, in eradicating the evil. A person may reform, hate the vice and shrink from it and yet be utterly unable to free his imagination from it. How tender is the solicitude of Holy Mother Church in protecting her children from corrupting art, bad literature, and evil companionship!

This period is the most suitable time to establish all kinds of habits, physical, mental, and moral; but this cannot be done without many repetitions of the same act and the cooperation of the will, and the earlier in life the task is begun the easier it will be to accomplish it. Childhood offers rare opportunity for the cultivation of good or bad habits, and those charged with character formation should study well the physiology of habit, so as not to lose sight of the fundamental laws governing stimulus and response. By means of the nervous system, simple as a whole but very complex in detail, a marvelous intimacy takes place between the body and the mind. When a stimulus is presented to the mind, a cooperation in the form of a response takes place. A neural excitation or sensory impulse is carried to the brain, where the higher nerve centers function, often, but not always, under the influence of the will; it is now changed to a motor impulse which terminates in a corresponding act. Acts of the same kind repeated make stronger and stronger the sensory and motor impulses, until finally the act becomes reflex and involuntary, and a habit is established. It is possible now for the child to repeat the action frequently, being scarcely conscious of it. If a single stimulus is presented which gives the nervous system a severe shock, repeated acts will not be necessary to form a habit. It is not difficult then to see that bad habits may be even more readily contracted than good habits, since human nature is prone to evil on account of the fall of our first parents, and experience proves that it is always easier to go down grade than to climb up.

In order to inculcate desirable habits in all the phases of life, the wise teacher will make use of all the helps that nature offers, employing instincts and impulses and their corresponding reactions, as veritable assets in the building-up of character. If the child learns to control his natural propensities by the exercise of good judgment, right reason, and strong will-power, will it be presumptuous to expect that with the refining influence of religion he will develop a character worth while?

The adolescent period is the time of the awakening of youth, the dawn of a new era in life, when the child becomes aware of the fact that he is a personal agent, possessing an existence and an individuality all his own. It is that delicate and almost sacred time, when nature is making her fine re-adjustments, mental as well as physical, in immediate preparation for the attainment of maturity, at which time the boy becomes a man, and the girl a woman.

In the early stages of this period, there is a rapid growth of the bones and muscles, and an enlargement of the features, often accompanied by a changed expression. Outward manifestations appear in the changing voice of the boy, and in the taking-on of the adult form by the girl. The nervous system, however, does not keep pace with all these changes. Coordinations between body and mind become more difficult than in the formative period, producing awkwardness, bashfulness, and shyness.

(Continued in September Issue.)

Approach in the Teaching of Literature

By George N. Shuster, M.A.

It is probably quite true that the most difficult thing about teaching literature is put by the question, "How shall we get at it?" Pupils seem to be down in the cellar, as it were, and the literature is in the second story. The teacher feels like a guide to the stair-case. And since the fundamental purpose of literary teaching can only be encouraging pupils to make journeys for themselves afterward, everyone realizes that the first climb must not be too tedious, but rather as exciting and venturesome as possible. How shall this be accomplished? Certainly not, it seems to me, by too much insistence on the technique of walking up stairs, or on the architecture of the second story. Hardly either by a mass of routine information about who put up the building, or why it should be the object of every bright and noble young person to walk up the stairs. These things are all useful, indeed, but they will never start anybody running. What is needed is impulse, not pressure. It was the glamor of gold that brought the *conquistadores* to Eldorado; and similarly it is only the wonderfulness of literature that will set young people to exploring it.

The first thing necessary, it would seem then, is for the teacher to get over the idea that information is the first thing he must impart. To erase from the blackboards of Christendom the mounds and heaps of abstract teaching about forms and precepts and historical data would be a priceless service. To substitute the organic for the inorganic; to start with a seed and let it grow: these and these only are life-giving principles.* I shall now spend just a few moments attempting to outline a method which, though far from perfect, has proved successful in some hands and may help others. It possesses at least the virtue of beginning where the pupil does, and ending on the highest step to which the teacher can go. For the purpose let us take, not an author but a poem; not Shelley, but the "Skylark." Meanwhile the pupils have come in and found their seats.

One of the best things about man is hope. There isn't a single one of us who, no matter how low we may fallen, does not wish to rise. All people, sometimes at least, resolve to be better, nobler, more generous than they are. A large number of writers have pointed out this fact—Burns, Longfellow, Browning, for instance. Our Lord understood it so well when He spoke to Mary Magdalen. Now this is also precisely what Shelley is talking about in the "Skylark." He believes that the hope to be better is something felt not only by one man and another, but by all men taken together, by the whole human race. And, of course, he gets a little excited about it and thinks mankind is aspiring to just the things which he himself desires. Since, then, Shelley has his own way of looking at hope—and his own way of putting it, too—we had better get acquainted with him informally and see what interested and concerned him.

From the biographical point of view Shelley is a particularly difficult poet. But after all, because for us the central subject-matter is a poem, many of the difficulties get rid of themselves. Where did

Shelley write the "Skylark?" In Italy, of course. Next in order is some explanation of how and why he happened into Italy; and this makes necessary a brief account of the tangle with his family, of his Oxford escapades, his marriage, and his relations with the Godwins. This, you see, may go as far as the teacher believes is expedient, but doesn't stand apart by itself at any time. It has become simply the background for the poem which is to be read. For my part, I believe that nothing is so useless as literary information apart from literature.

Now then, we shall walk about Leghorn with Shelley and watch him capture the inspiration for the poem. You are impressed first of all with the strange character of the man: his reticence, his sensitiveness, his feeling of rapture amid the beauties of nature. Yes, this is a young man who dreams—alone. Nothing that real life and contact with other people can bring is half so worth while to him as the music heard in his own soul:—music often illusory and mistaken, but always generous, like himself, always beautiful. And suddenly as we walk, a skylark springs up from somewhere in the lovely, flower-covered Italian meadow to our right, and soars into the colorful evening sky. From there it sings radiantly, until its little golden body vanishes from sight and only the melody is borne down to us. The experience has been unusual and attended with not a little awe. But Shelley goes off quietly by himself, thinking.

For him the skylark is the poet of nature, born to sing the aspiration of the lower creatures to the heights of the spirit. The Psalmist, with a confident faith in God which Shelley did not possess, speaks of the mountains, hills, and all growing things singing the praises of God. Our lonely modern poet, however, would like to be a voice for the aspirations of man in a similar way. He would desire nothing so much as to send his song joyously and freely into the land of the ideal to which all men might follow. But this, he admits finally, is impossible. Man has too many sorrows, and his voice is heavy with sadness. Sitting alone now in his chamber, Shelley puts down, one by one, the lines of a poem which when completed is called the "Skylark."

Here we come directly to the heart of our task. The verses are to be read aloud with attention to their individuality and inner rhythm, while every pupil bends over his or her copy. Good reading, and plenty of it, is the only thing which will ever teach poetry. Coventry Patmore made that plain once and for all in his essay on the Metrical Art, but it is a fact which needs constant repetition. Good reading: in that the tone of voice, the sense of sound values particularly where vowels are concerned, and a full grasp of both emotional and thought meaning are present. You might as well try to cut down a tree with a lead pencil as to interpret poetry without good reading. Why, the whole thing is there! The poem was made to be expressed vocally; sound is what unveils its secret. On the other hand, I for one have no patience with those who would *merely* read, and pay no attention

to interpretation. By the very nature of language, the thought-element enters much more deeply into the melody of verse than into other music; and it is precisely this thought-element which the pupil is not able to master for himself. Some good will come, very naturally, from excellent reading unaided; but not all the good which teaching has a right to expect and the privilege to seek out.

We may now enter very safely into an inspection of the separate parts of our poem, examining a little its frame-work and the materials which the poet has employed. Here, for instance, is a chance to use the imagination. Shelley compares the Skylark to five different things, in as many stanzas. Can we extend the list? Of course we can, and the results are sometimes astonishing. But at the end we shall probably discover how far our best efforts are from the magnificent imagination leap of the poet, who can liken the bird-melody lost in the sky to a tiny thing hidden among the flowers underfoot:—the glow-worm. He has found points of gold at the antipodes of the universe. And what marvelous words and music our Shelley has summoned to enshrine his analogy! In these are visible the ecstatic delight he took in nature, "joyous and clear and fresh." It is, of course, the delight of one who has never got beyond the first wonder of discovery, and leads us to ask why Dan Chaucer could be so jovial and very much at home in the same landscape where Shelley is always so entirely the marveling enthusiast, the stranger come to Paradise.

The answer to our question possibly lies hidden in Shelley's own responses to the interrogations he puts of the Skylark. He speaks so sadly of human life and of the poet's effort to rise above it. Why? Perhaps the teacher will prefer to make his own answer and show for instance that poor Shelley never had the optimism which springs from faith. Or it may be that he will give the explanation in shimmering little bits from Francis Thompson's essay, and so hit upon the opportunity to say a word about the "Poet of the Return." And of course this second method has all sorts of other possibilities and can lead us from the New Testament to T. A. Daly—which may be the first time that excellent poet has been set side by side with his inspiration. At all events these reflections can be deftly woven round an echo in the pupil's own experience and mind. They are so human. And finally, when you come to the bottom of the matter, we aren't teaching poetry because it is in books or is supposed to be highly improving, but because it is so much Man.

Perhaps there should also be a word about metrics. At any rate I am quite certain this troublesome subject should never be handled independently of actual poems. Metrics all by themselves have never benefited either born poets or the famous gentleman who was astonished to discover that he had been speaking prose all his life. Here the old-fashioned classics were of inestimable value. They got the business of line and foot into one by the sheer influence of contact with endless classic authors. Without their aid we shall have to worry along as best we can. But it surely is not hard to show that the movement of the "Skylark" is quite different from, say, the slow moving "Elegy" of

Thomas Gray, or the spirited, rushing "Kings" by Miss Guiney. We can make the pupil wonder why this is so; and when his mouth is parted with curiosity, the time has come to feed him the information. He can be stimulated to explore the boundary lines between the iambus and the trochee, or even some of the reasons for rhyme. And then, as an easy consequence, he will be in a mood for some observations concerning the vivid, straying metre which Shelley handles so spontaneously.

Which is about all I have to say. We have begun with a poem which is eternally worth while for its own sake, and contact with which will be remembered long after the actual wording of the verses may have been forgotten. In introducing it we said that the "Skylark" was written to express a feeling which everybody entertains, though of course Shelley had his own view of the matter. The question of what gave Shelley this view provided us with a chance to mention what is essential about the poet's history and beliefs. Then we made the verses real by wedding them to the sound of the voice. Finally we did everything necessary in the way of exegesis while we had our pupils in the right mood for listening. This seems to me a properly organic method. Whether you agree with it or not, it may interest you. That is why it is set down here.

*This matter has been set forth so well by Leo Weismantel, the German critic and novelist, that one foregoes a real pleasure in not quoting from him at length.

An Interesting Booklet.

The old idea of physical exercise in schools was confined to calisthenics. Much more interesting to the pupils is the present fashion of instructing young people to mimetic play and teaching them to disport themselves gracefully and picturesquely in folk dances. With this recreational-educational innovation comes the charm of orchestral music—once impossible to provide, but now brought within reach of even the humblest rural school by means of wonderful machines for the reproduction of sound.

Teachers will be interested in an attractive booklet which is issued by the Educational Department of the Victor Talking Machine Company—"The Victrola in Physical Education, Recreation and Play." It tells of the pedagogical use now widely made of the folk dance and singing games inherited from the older nations of Europe, and now holding an important place in the activities of school children in America. It also supplies information regarding the music-records available for use in connection with these games and dances as pastimes for American school children.

Any teacher desirous of obtaining a copy of this booklet may obtain it without cost by writing to the address of the publishers, The Victor Talking Machine Company, Camden, New Jersey.

Further the Welfare of Teachers.

Religious teachers are requested to send The Journal copies of important papers delivered at their convent or diocesan institute this summer. One of the chief purposes of this magazine is to afford a medium of exchange of helpful ideas and co-operation is therefore in order.

Prompt Notice of Change of Address.

Those of our subscribers who have their addresses changed during the summer months are requested to notify us promptly, giving both the new and old addresses, in order that regular delivery may be had in the future. Any missing issue will be supplied without charge, if early application is had.

A Retrospect

By Sister Marie Paula, S. C.; Ph. D.

The scholastic year has almost ended. Has it been for us a good one or bad? What have we accomplished during it for ourselves, our pupils, Catholic education? Let us try to answer these questions, so that we may cultivate what we find worthy of praise and root out what we find worthy of censure.

First, as to ourselves. Bishop Spaulding, in his "Means and Ends of Education," published by A. C. McClurg & Co., Chicago, has a very striking sentence: "Be thy own rival, comparing thyself with thyself, and striving day by day to be self-surpassed." Were we to make this comparison now would we find ourselves to be better teachers in June than we had been in September? A consideration of the lines of self-improvement along which all teachers should advance may help us to determine this matter. These lines may be summed up under the general captions of personality, knowledge and technique.

Mr. William Chandler Bagby, in his "School Discipline," published by The Macmillan Co., New York, speaks of a certain Mr. F. L. Clapp who secured from one hundred school superintendents and principals lists of the ten specific qualities that, in their opinion, went to make up a good teaching personality. The following ten qualities, which appeared on many lists, are given in the order of their frequency:

1. Sympathy. 2. Personal appearance. 3. Address. 4. Sincerity. 5. Optimism. 6. Enthusiasm. 7. Scholarship. 8. Vitality. 9. Fairness. 10. Reserve or dignity.

Even though we may not find either these qualities or the order in which they are given altogether satisfactory, it will still be helpful to accord the list some consideration.

Lack of sympathy is often the cause of disciplinary difficulties. This lack does not necessarily denote any carelessness on the teacher's part with regard to the pupils or their work. It is frequently due to a natural character which sees things only from one point of view, and it can best be overcome by a persistent effort to meet the pupil on his own plane, to see things as he sees them, to avoid all rudeness, harshness, sarcasm, and ridicule.

It is scarcely possible to change one's personal appearance radically, but a kindly smile does much towards minimizing facial blemishes, and the light that comes from a pure strong soul gives a certain beauty of expression to the most irregular features. Neatness and appropriateness in dress and a good carriage and manner of walking are also great helps in causing one's personal appearance to make a favorable impression.

Address, our way of meeting people, pupils or otherwise, is entirely under our own control. The open countenance, the friendly smile, the pleasant word, all these are assets quite within our reach.

Sincerity. The world teaches its value as well as the Gospel. Children are, perhaps, less easily deceived than older folk, and any duplicity on the part of the teacher is sure to incur the contempt of the pupil.

Optimism. We should always look on the bright side even when clouds are to be had for the asking and sunshine is hard to find. Oftentimes a pupil simply measures up to our opinion of him. If we are sure that he can't do a thing, he won't; if we believe that he can, he will.

Enthusiasm characterizes every successful teacher. Nothing great ever has been or ever will be accomplished without it. If we are determined to make each of our undertakings a success, and if we inspire our pupils to make each of our undertakings a success, and if we inspire our pupils with this same determination with regard to their tasks, the results obtained will be marvelous. So many people spend their lives in distributing cold water that it behooves some of us to give out fire, lest the world grow damp and rot.

Scholarship. Ah, here we must pause. This is the time to look our weaknesses squarely in the face and to decide upon the summer study that will overcome or lessen them. The strengthening of the weak teacher seems to us to be the great work of the summer school. Of course we would all like to have degrees, and it is well that we should have them; but what we must get is a knowledge of the branches that we teach. If we are deficient in any one of these branches, that particular branch should be the subject of our summer study, whether this study is to be done privately or under the guidance of a university professor.

Vitality, energy, alertness. We may call it what we will, but we must try to realize all that it stands for in our work as teachers. We must remember, too, that it may be lost by discouragement, malnutrition, insufficient sleep, overwork and overworry.

Fairness. This may be termed the *sine qua non* of the successful teacher. Pupils will overlook much if we are perfectly fair in our dealings with them, but if we are not, we must beware. Here comes in the question of likes and dislikes, pitfalls so fatal to the unwary teacher. During class hours all pupils must be the same to us, so many plants that have been given to us to cultivate. We should never carry our friendships or our enmities into the class room.

Reserve or dignity should be found in all teachers, but especially in religious teachers. The old saying, "Familiarity breeds contempt," is particularly true when there is question of teacher and pupil. It is practically impossible to be familiar with any person without letting him see, at least from time to time, the weak points in one's character. The seeing of such points does not tend to increase the respect of the pupil for the teacher or the influence of the teacher over the pupil.

This completes the list of the ten qualities mentioned by Mr. Clapp, but we would like to add three more. We want our ideal teacher to be quiet, orderly and tactful.

Quiet: speaking in a clear and distinct but never noisy voice; outwardly calm, even when correcting or reprimanding for a just and sufficient cause; keeping down with an iron hand those ebullitions

of temper so destructive to the dignity of a teacher.

Orderly: in person: in the arrangement of books, papers, etc.; in ways of acting, such as assigning tasks, correcting exercises, manner of questioning, etc.

Tactful: never arousing the pupil's lower passions when an appeal can be made to the higher; never nagging; avoiding censure more readily than praise; leading rather than driving the pupil, attracting rather than repelling him; using "do's" instead of "don'ts". Many a time a passing unpleasantness, even a long enduring will, may be warded off by a little tact. We have known teachers who, to use the pupils' phrase, "would draw bad out of anybody". Surely both teachers and pupils would have been happier if the teacher had tried to draw out good.

When all has been said, perhaps nothing else will so urge the teacher towards self-improvement as a keen realization of the importance, one might almost say holiness, of her calling. She is teaching the future citizens of earth; she should be teaching the future citizens of heaven. Even those who formerly scoffed at religious training are now forced to admit the need of a religious element in the education of youth. It is indeed the teacher's duty to develop her pupils morally as well as mentally; to show them by word and example, not only how to learn, but how to live. Let us see to it, then, that our pupils find in our personality a reflection of that beautiful image impressed by God's own hand upon the soul of man.

We now come to the question of the teacher's knowledge. Other things being equal, the greater her knowledge the better; but one must emphasize the phrase "other things being equal." While it is advisable that her knowledge should cover as many branches as possible, it is absolutely necessary that it should cover those which she actually teaches. These branches she should be able to handle without continual reference to textbooks or slavish dependence on them. If she is obliged to obtain information from the text used by the class, she ought to obtain and assimilate such information before class hours and elsewhere than in the classroom. Otherwise the pupils will conclude, and not illogically, that the teacher's knowledge of the subject being taught is limited to what the textbook says about it. Moreover it is only when we know a subject so thoroughly that we can take it up, as we would a ball, throw it about and catch it again, that we are able to employ in teaching it such illustrations and adaptations as will enable our pupils to understand and assimilate it.

The teacher should have a knowledge, not only of the branches that she teaches, but also of the teaching medium; namely, the language used in the classroom. It is to be regretted that all too many teachers convey the knowledge that they possess in English that would disgrace their pupils. It is no easy task in these days of careless, even slangy, speech to escape the pitfalls offered to the unwary. Constant vigilance is required if we would keep our English "pure and undefiled."

While a knowledge of the matter to be taught and of the teaching medium, language, is essential to the teacher, it is no less necessary for her to be thoroughly acquainted with the principles of

teaching. As here used, the word principles may be considered to include psychological laws of learning, important educational concepts and rules of practice; in brief, "whatever is vitally helpful to the teacher in presenting any kind of subject-matter to the mind of the pupil." (Principles of Teaching High School Pupils. H. W. Nutt. Published by The Century Co., New York.) The point to be emphasized is the learning process, not the subject taught. The important thing in a recitation is not the fact that an error has been made, but the reason why the pupil has made it. The great effort of the teacher is to discover what goes on in the mind of the normal pupil under given psychic, physical and social conditions. Once the teacher has made this discovery she is in a position to so regulate her actual teaching, as well as her disciplinary measures, as to make both conduce to the mental and moral development of her pupils. As a means to an end, we recommend to all earnest teachers the study of psychology. This science will prove most helpful in leading them to a broader and a more accurate knowledge of the inner selves of their pupils. How often, on the other hand, the lack of such knowledge leads to evils that can scarcely be condoned! The anemic pupils are considered lazy; the stupid, inattentive; those gifted with more than usual intelligence, bold. Some teachers seem to regard their pupils as mere automata, living beings who act in a mechanical way without any active intelligence; this attitude is as harmful as it is unwarranted. Pupils are made of the same material as the teachers themselves. Being in the plastic stage of life, however, the pupils are more readily impressed by physical conditions and environment and less able to resist the impressions made than are their teachers of more advanced years.

Having mastered general psychological principles, it is wise for the teacher to study the different types, at least the troublesome ones, found among her pupils. These troublesome types include the following:

The stubborn pupil. He must be conquered; by quiet persistent measures if possible, by drastic ones if necessary. If we should never needlessly antagonize or irritate, neither should we ever indulge mere whims. Whining, wheedling or sulking on the part of the pupil must not overcome justified opposition on the part of the teacher.

The haughty pupil, imbued with an overweening sense of his own importance, must be made to realize that it is achievement which counts in school life, not wealth or social position.

The self-complacent pupil must be continually incited to higher standards. The rivalry and emulation that would be unnecessary, perhaps even harmful, in the case of another type of pupil, may be called upon quite freely in dealing with the self-complacent.

For the irresponsible pupil who shirks or "scamps" his work, strict discipline is the only treatment possible, together with some effort toward generalizing the virtues that such discipline emphasizes.

The morose pupil, whose constant attitude is one of antagonism, must be met with unvarying good nature, interested in his work and invested with

(Continued on Page 130)

THE CATHOLIC EDUCATIONAL ASSOCIATION

21st ANNUAL MEETING
IN MILWAUKEE, WIS.

For its twenty-first annual meeting, to be held this year, the Catholic Educational Association has chosen the city of Milwaukee, upon the invitation of His Grace, Most Rev. Archbishop Messmer. The dates set are June 23-26. Official headquarters will be at the Hotel Wisconsin, and the general meetings as well as the sessions of the various departments will be held in St. John's Cathedral High School and Parish School, adjoining the Cathedral.

The annual meeting of the Catholic Educational Association furnishes an opportunity for Catholic educators to meet in serious conference for the discussion of the problems and difficulties which are continually arising in the educational world, and it also serves as a declaration of Catholic principles, an authoritative statement of the Catholic stand in education.

Summary of the Program

As is customary the meeting will open with a solemn high Mass. This will be on Tuesday morning, June 24, in St. John's Cathedral, when the sermon will be preached by Most Rev. Archbishop Messmer. A meeting of the Advisory Committee will be held on Monday morning, June 23, and in the afternoon the Executive Board will hold its annual meeting. In the evening there will be a reception in the parlors of the Hotel Wisconsin, when the visiting delegates will be presented to the Most Rev. Archbishop, and an opportunity will be given to meet the clergy of the city of Milwaukee.

A comprehensive and interesting program has been arranged, the papers in the various departments and sections carrying subjects of importance to educators everywhere. In the general meetings three papers will be read, two of which are announced in the preliminary program—"Rebuilding the Educational Ladder," by Rev. William Cunningham, C. S. C., Ph. D., Professor of Education, Notre Dame University, and "Evolution from the Standpoint of Catholic Education," by Rev. G. Barry O'Toole, Ph. D., St. Vincent Seminary, Beatty, Pa. The third will be announced in the official program.

Department of Colleges and Secondary Schools

Papers in this department, as outlined, are: "Our Internal Status and Our External Relations," Rev. D. J. McHugh, C. M., president of the department; "The Junior College," by Very Rev. Ignatius A. Wagner, C. P. S., Ph. D.; "Social Studies as a Preparation for Leadership," Rev. Albert Muntsch, S. J., St. Louis University, St. Louis, Mo.; "Psychology, Its Place in the College Curriculum," Rev. James M. Murray, C. M., De Paul University, Chicago, Ill.; "The College as a Preparation for Professional Studies," Rev. Joseph A. Hickey, O. S. A., D. D.; "The Training of Catholic Writers," Rev. Edward F. Garesche, S. J.; "The Teaching of Religion in High School and College," Very Rev. Thomas E. Cullen, D. D., Rector of the College of St. Thomas, St. Paul, Minn.; "Articulation of High School and College," Brother George Sauer, S. M.

Secondary Education Section

The Secondary Education Section, an adjunct of the College Department, has prepared an excellent program. There will be papers on subjects of value to high school educators by teachers of long experience. This session will be held on Wednesday, with the following papers: "History of the High School," Rev. Felix M. Kirsch, O. M. Cap., St. Fidelis Seminary, Herman, Pa.; "Present Status of the High School," Rev. William P. McNally, S. T. L., Roman Catholic High School, Philadelphia, Pa.; "Adjustment of High School to Present-day Needs," Rev. Francis M. Connell, S. J., New York City; "The Objectionable Features of Coeducation in the High School," Rev. P. J. Bernarding, Pittsburgh, Pa. There is also a Library Section which will have two interesting sessions, with papers by Mr. S. J. Carter, of the Milwaukee Public Library; Prof. Burton A. Confrey, M. A., Rev. William Stinson, S. J., of Boston College, Rev. Colman Farrell, O. S. B., and Sister Mary Clare, S. N. D. Rev. Paul J. Foik, C. S. C., will preside.

Parish School Department

Parish school matters will receive intensive discussion at the sessions of the department in which many school men are vitally interested. Rev. George Foran, of the Catholic University, Washington, D. C., will discuss the usefulness of educational tests, and Rev. F. J. Macelwane,

of Toledo, will speak on "The Effective Teaching of Religion." A Xaverian Brother will treat of the necessity of health instruction in the schools, and a Christian Brother has the subject of vocational guidance. Rev. Hugh Lamb, D. D., of Philadelphia, will read a paper on "Visual Instruction Especially in Religion," and "The Office of Diocesan Superintendent" will be treated by Rev. Ralph L. Hayes, D. D., of Pittsburgh. Father Hayes is superintendent of Pittsburgh's parish schools.

Seminary Program

This year the Seminary Department has taken for its theme the Encyclical, *Studiorum Ducem*, the discussion to be divided into three parts—the ascetical, the doctrinal and the programmatic part. The ascetical part will treat of the Angelic Doctor, St. Thomas Aquinas, the model for seminarians, the doctrinal part, following the leadership of Aquinas, and the programmatic part, what may be learned from the scholastic curriculum. The Preparatory Seminary Section will also have a program of much interest.

Deaf-Mute Section

Besides these there is the Deaf-Mute Section, with a comprehensive plan of papers, the Conference of Catholic Colleges for Women and a meeting of the teachers of the Milwaukee Archdiocese, the latter to be presided over by Rev. Joseph Barbian.

Conference of Provincial Superiors

The opening of the conference will be held on Tuesday afternoon, June 24, and appointment of committees will be made. Two timely papers will be presented, "The Unity of the Curriculum" and "Some Phases of a Teacher's Influence."

On Wednesday morning, June 25, the session will hear two papers on "Our Educational Work Judged by Results," by Sister Leona, Mt. St. Joseph, Ohio, and "The Catholic Normal School," by a Sister of Holy Cross, St. Mary's Convent, Notre Dame, Ind.

Discussion will follow the papers.

On Thursday, June 26, "Secularism and the Catholic School" will be one of the topics, the other subject is yet to be announced.

At this conference any educational problem may be presented for an opinion of its members.

Editor's Note: In the foregoing announcement of the national convention of Catholic educators, readers of The Journal will recognize the names of some of the leading lecturers as contributors to this magazine. There are several who are members of the editorial staff of The Journal and their selection for the official program of the convention is in the nature of a compliment to The Journal and recognition of its high standard.

A Teachers' Summer School by the Sea

Special attention is directed to the course of professional training available at the Ocean City State Summer School, Ocean City, N. J. Persons who are not candidates for credit for any certificate, but who wish to improve their professional growth and skill, may be enrolled in any of the courses.

The printing courses have the endorsement of the educational department of the United Typothetae of America. Definite information and booklet regarding the scope of these courses will be furnished by addressing Mr. E. K. Phillips, 300 Communipaw avenue, Jersey City, N. J.

Ocean City, N. J., where the State Summer School is located (only twelve miles from Atlantic City), is one of the most delightful summer resorts along the Atlantic Coast. Ample accommodations are provided reasonably. Tuition rates for teachers outside the State of New Jersey are nominal—no charge is made to New Jersey teachers.

The message of June is the great devotion to the Sacred Heart of Him who gave His life that we might live. Long ago He taught us how to pray to the Father in Heaven. Later through a modest Visitation nun, Blessed Margaret Mary Alcoque, He taught us a new way of expressing our love and thanks and adoration, the devotion to the Sacred Heart of Jesus.

THE TEACHING OF RELIGION.

Discouragement of the Teacher of Religion.

By Rev. C. Bruehl, Ph.D.

More than the teacher of any other subject, the teacher of religion is exposed to disappointments and unpleasant experiences that may rudely jar his soul, upset the placid equanimity of his mind and exert a depressing influence on him, unless he is sufficiently forewarned and forearmed against such possibilities. The teaching of religion is not all joy and unalloyed delight. He who approaches the task with unwarranted anticipations, will quickly see his fondest hopes blighted and deadening discouragement enter into his soul. It is well, therefore, that his hopes be not screwed up to the highest pitch, because they can impossibly stick there. Not cynicism, but prudence prompts us to array before his eyes the difficulties that will confront him and the sad realities he will have to face. Only when buoyed up and reinforced by supernatural motives, will his optimism survive under the strain and pressure of disappointments that are bound to come and failures that he will not be spared. A healthy and sober realism will stand him in good stead.

The inherent pleasure of teaching is largely a myth entertained by those who have no actual classroom experience. Childhood in the abstract is very much different from a group of concrete children. It is trying to be with the little ones and constitutes a severe test of patience. To instruct the ignorant, whether they be young or old, is an ordeal to which few are equal. To teach religion, a subject so remote from our ordinary experiences and so far above the average capacity of the child, emphasizes the difficulties that attend teaching in general. Besides children such as occur in real life are not quite as attentive, eager to learn, docile and frank as child enthusiasts would have us believe. With these facts in mind the teacher of religion will tone down his expectations, restrain his optimism and steel himself against disagreeable contingencies. Unfounded optimism will soon be shattered and leave nothing but the bitter ashes of despondency.

The first difficulty encountered by the novice in teaching religion is that of making himself understood by the children. Let that not discourage him. It lies in the very nature of the subject and the psychological conditions of the childmind. We must take things as they are. It is impossible for us to remake the mind or to divest our subjectmatter of its native abstruseness. These are difficulties with which we will have to contend under the most favorable circumstances. These difficulties, however, may be multiplied when outward conditions are unfavorable. Every educator sees much of his work neutralized or frustrated by the hostile elements that grow out of the subjective dispositions of his pupils and out of their unpropitious environment. Dullness and laziness are far from being exceptional or unusual facts. Home conditions sometimes create almost insurmountable obstacles to success. It can do no harm if the teacher takes all these obstructive factors into account and in view of them brings his expectations and demands down to a lower level. Lack of adjustment to the real possibilities will only result in friction and eventuate in complete failure. Of course, these observations are not made to discourage the teacher from the outset or to make him adopt low standards of achievement, but rather to forestall a disillusionment that may have a disastrous effect upon his whole career and entirely crush his ambition.

That the intellectual response of the average child is but scant is no reason for discouragement. It could hardly be otherwise. The vocabulary of the child is very inadequate and scarcely sufficient to give expression to its most elementary feelings and its most ordinary experiences. How, then, can the teacher expect to be able to translate into terms so few and so close to the earthly sphere the sublime thoughts of religion, which transcend so completely the total range of human knowledge? The teacher who imagines that religious notions should be quickly and clearly grasped by children is really expecting the impossible and prepares for himself a rude awakening from rosy dreams.

Again the stock of ideas over which the child commands is decidedly limited. Moreover, these ideas are extracted

from objects that bear but a faint resemblance to the things with which religion is wont to deal and which the teacher tries to bring home to his pupils. Misunderstandings of the crudest kind between teacher and pupil under these conditions are absolutely inevitable. Again and again the teacher will discover to his dismay that he has failed to establish living contact with the mind of the child and that he has not yet found an idea that will really illumine the intellect of the child and make it see. These things may be disconcerting but they are facts and when duly foreseen will be stripped of their power to discourage and depress.

As has been insisted on before, the teaching of religion is not by any means sufficient. Hand in hand with it must go corresponding training. From this fact new difficulties arise that beset the path of the religious teacher. If it is no slight task to elicit an intellectual response from children it is an even more difficult one to procure a reaction that embraces the whole personality. Child-nature has also been touched by the original taint which all born of women inherit. Unselfishness, truthfulness, obedience and piety are not always in evidence. Sometimes very wicked tendencies will assert themselves and stubbornly refuse to yield to treatment. Much of the seed scattered by the teacher falls on the most ungrateful soil and brings forth no visible fruit. He who looks for quick and visible results in education is doomed to severe disappointment. Education is a slow and tedious process. Its rewards are not in the present but in the distant future. It requires vision to see them. Thus we say that the teacher of religion must not only bring to bear human and natural points of view upon his work, but endeavor to see it in the supernatural light of faith. Even as the just man, so also the teacher of religion must live by faith that embraces in its wide horizon the glorious future that will blossom forth out of a most unpromising present. These things we accentuate in order to save the young and inexperienced teacher from fatal reactions that might permanently extinguish his enthusiasm and leave only a dull resignation that will take the zest out of his work and, in its turn, react most unfavorably upon the children. The teacher of religion must not approach his task with hopes too ardent and a glowing enthusiasm based merely on natural motives. To teach religion joyfully, cheerfully, optimistically and confidently he needs must fortify himself with supernatural motives. This is the view of St. Augustine. He demands that catechizing be done in a joyful spirit, but he also admits that this joyfulness so indispensable for success in religious teaching is a gift of the grace of God. But as to the means, he writes, by which all is to be done, so that every one may have pleasure in his work when he catechizes (for the better he succeeds in this the more attractive will he be), that is what requires the greatest consideration. And yet we have not far to seek for the precept which will rule in this sphere. For if, in the matter of carnal means, God loves a cheerful giver, how much more so in that of the spiritual? But our security that this cheerfulness may be with us at the seasonable hour, is something dependent upon the mercy of Him who has given us such precepts. ("Sed quibus modis faciendum sit, ut gaudens quis catechizet (tanto enim suavior erit, quanto magis id potuerit), ea cura maxima est. Et praeceptum quidem huius rei in promptu est. Si enim in pecunia corporali, quanto magis in spirituali hilarem datorem diligit Deus? Sed haec hilaritas ad horam ut adsit, eius est misericordiae qui ista praecepit." De Catechizandis Rudibus, 2, 4.)

Great comfort the teacher of religion may derive from a survey of the teaching activity of our Lord. If Christ's teaching methods are held up to us as an exalted pattern to be copied by all teachers of religion, it is also expedient to point out that, judged by worldly tests, they were not crowned with success. Those who look for immediate results see failure writ large over the didactic work of Christ. The parables which He used as vehicles to convey his teaching were not even understood by His apostles who lived with Him in closest intimacy and accordingly ought to have been familiar with the workings of His mind and conversant with the peculiar way in which He looked at things. The misinterpretations to which His sayings frequently were subjected seem beyond

(Continued on Page 136)

The Psychology of Motivation

By a Sister of Charity of Nazareth (Ky.).

"Take heed," said Jesus, "that ye despise not one of these little ones for I say unto you, that in Heaven their angels do always behold the face of My Father, and that for their sake am I come and this is the will of My Father." These beautiful words of the Divine Teacher, consciously or unconsciously, have influenced Catholic teachers all down the ages, and have been the underlying principle of their psychology of motivation, though, verily, many most excellent teachers never thought of giving such a high sounding title to their earnest and conscientious efforts, to interest their pupils in the various subjects pursued during the different years of the school life, and, especially in the one thing necessary, viz., the salvation of their immortal souls.

Of late years we hear much of motivation, and, at the first mention of the word, are apt to grow anxious and say: Oh, that is something entirely novel in the educational line. Then, naturally, the thought follows; the subject must be studied thoroughly so we may be efficient teachers. When we begin, earnestly, to do this we find we are treading on ground that is, to a great extent, familiar, and that our apprehension, for the most part, has been caused by new nomenclature. In other words, we have been affected like the aspirant for a teacher's certificate who was almost paralyzed when she read on the list of questions: Explain, "Ontogeny recapitulates phylogeny." Finally she recovered sufficiently to think and it occurred to her that this meant: "Explain the Cultural Epoch Theory." In a similar manner when we analyze motivation to get at its true meaning, we find we have really been using it all our lives, though we may not have called it by such an intellectual name.

What then does it mean? The dictionary gives us the concise definition. "Motivation provides with a motive, incites, impels." Searching further we find interest, need and problem are all forms of motivation. Continuing our investigation we learn that the attractiveness of the motive will depend partly on the quality of the object and partly on the character of the individual, but more immediately on the manner in which he permits the motive to absorb his attention.

Naturally we now ask: how do motives arise? The answer may be given broadly, in three ways, viz: (1) An appeal to an instinct. (2) By interests and (3) By satisfaction of a need. In other words, motivating the pupil is getting him to do the work because he wants to do it. This will also have an effect on the curriculum and will result in an enriched one. Motive excites the will to do, to act; therefore motivation concerns the functioning of the will. Motivation is fundamental and vital in determining effort. The incentive is proposed to the individual to stimulate him, while the motive arises out of his own effort. Mere incentive does not constitute a genuine motive. The incentive comes from the outside and usually is given by the teacher, the motive from the inside.

The "Laws of Motivation" are: (1) Arousing the field of need for the new knowledge. (2) Creating the desire for the new knowledge. (3) Confronting the pupil with material to satisfy the newly aroused zeal.

Motivation may be used with good effect by appealing to positive, natural derived interests. (1) The noblest motive for being interested in any work is the desire to serve God, and God's interests on earth, by fidelity to the duties of the day, but, as we know, this motive, even among saints, appeals only to the higher faculties; and there is no reason why we should not, but a decided reason why we should, reinforce this motive by others.

(2) Closely joined to the desire of serving God is the desire to act in an honorable, generous manner—always a strong and praise-worthy incentive.

(3) The desire for self improvement and future advantage are both good.

(4) Desire for approbation is a most powerful motive. Some theorists rank this motive low on the ground that a person should do his duty for its own sake and not for the sake of the opinion others may have of him. But we all know, God has so fashioned us that we rejoice when we obey the voice of conscience. It is purposely that He gives to children the instinctive desire for the good

opinion of their elders.

This desire for approbation, however, has to be used with care. The motives enumerated do not derive their force from the work itself, but from the benefits the task brings us.

However, there are three positive natural inherent motives that may be used with great effect by the skillful teacher.

(1) **Exciting Curiosity.** This is done, for example, by silently attaching to the wall a likeness of Longfellow some days before beginning Evangeline, by drawing a diagram with unusual care, saying nothing, but giving the impression that matters of importance are about to be approached. By these, or similar means, a resourceful teacher will be able to secure the absorbed voluntary attention of every member of the class. But an attractive presentation of worth while matter must follow, or the reaction will be worse for the interest of the class than if the regular routine had been followed.

(2) **Allowing Freedom of Choice.** We all know an imposed task is never as pleasing as one chosen. Occasionally, therefore, we can let pupils elect their work. Allow them, for example, to choose between Evangeline and Hiawatha.

(3) **Turning Tasks Into Games.** This may be done (a) by placing one half the class against another class. (b) In certain branches, by the use of real games, as the "Construction Game" in a French class; or (c) by numerous devices similar to games—a bank or a grocery store in connection with arithmetic.

These extraordinary means of arousing interest are good, but have to be used with discretion. Especially is it a dangerous thing to appeal too strongly to the play instinct. It is, however, a wrong idea to suppose that children are interested only in what is novel and exciting. They have an instinct for mental activity, for power, for imitation and conception; and these are sufficient to give them a derived interest in a subject not interesting in itself. But it is not possible for a child to be profitably active about a subject in which he feels no interest, therefore the true teacher endeavors to surround her work with interests that are both praiseworthy and effective. A recent instance, which excited class interest, may prove helpful to some weary teacher anxious for new methods of motivation.

A class that had been the bane of every teacher, as far as composition work was concerned, entered the first year of high school. The first few weeks for the new teacher were equally as disagreeable, in the composition line, as they had been for her predecessor. Then she had the happy thought: "Get The Journal and use it daily in the class and weekly for the written composition. It was a novelty, therefore, was interesting for quite a while. But the class was beginning to grow inert again when, happily for the teacher, a number of gentlemen who owned rice fields and were desirous of making a sale of their crop, banded together and started a campaign for that purpose. One of the slogans was: "Why Not Eat More Rice?" In order to arouse the interest of the community money prizes were offered for the best compositions on the subject. The contest was opened to both public and private schools of the city and one prize was to be awarded to the best in each grade. Immediately this particular "first year high" class was all interest once more and entered with enthusiasm into the contest. They had really improved wonderfully in their English, due greatly to the use of The Journal in the class room, and it was a glorious day for the room when one of its number was awarded the \$10 gold piece for the best composition from all the schools of the city. A daily paper, announcing the fact, was brought to school by several of the pupils. The composition was also printed and on all sides you could hear: "I'd like to have my name in the paper; see if I don't work from now on." From that day there was no further trouble in this class when composition day came, and too the pupils diligently studied The Journal to learn methods of developing paragraphs, debates, etc.

Incidentally I might add that the good pastor was so pleased that he treated the entire class to ice cream. To

(Continued on Page 122)

TRAINING FOR LIFE.

By Rev. Edward F. Garesché, S. J. M. A., LL. B.

The Worth of Catholic Culture.



Rev. E. F. Garesché, S.J.

Non-Catholics of refinement and good taste envy us Catholics, secretly or openly, for our inheritance of culture. Not so very long ago, as I have elsewhere related, I was chatting with a man who has devoted more time and energy to literary criticism, particularly in the domain of poetry, than has any Catholic of my acquaintance. He loves poetry with a single hearted affection which seems motivated by the love of beauty. Though he might have made much greater profit from some other department of letters, he has been content with the meagre returns from poetic criticism.

We fell to talking about the inspiration of modern day poetry. He made a frank confession. "I envy you Catholics," he said. "All the purest springs of poetic inspiration are in your Church. Outside it, the world is a desert. Even non-Catholic poets have to come to you for their highest themes. I wish," he finished, "that I could be a Catholic myself. What poetry I could write if I had your faith, your Catholic faith!"

What this man said of poetic inspiration is true of nearly every department of great art. Painting, sculpture, architecture, without Catholic inspiration would be poor beyond words. The traveller in Europe, astonished and overcome with the remendous richness of artistic treasures inherited from past centuries, is no less impressed by the fact that what is best and noblest in these mighty originals is owed to Catholic inspiration. The sublime cathedrals, which rise so grandly from the soil of Europe, are volumes in stone wherein the ages of faith have written the beauty and variety of Catholic history and legend, doctrine and principle, faith and devotion. They owe their glory and their charm to Catholic faith. Even the unbeliever who enters those majestic portals, rich with sculptured memorials of the faith, and stands in the dim and sacred interiors, where piety breathes like a perfume on the air, is struck with awe and owns in silence the power of the Christian ideals.

The best treasures of those countless museums wherein the cities have placed their chief artistic possessions also come from the Church. Painting and sculpture are enriched beyond telling with Catholic masterpieces which not only owe their achievement to the patronage of Catholic prelates, but whose very subjects and spirit would be unconceivable without the inspiration of Catholic teaching, devotion, history, liturgy. The simple and sacred fervor of the middle ages, the love of beauty of the Renaissance, both profited so much from Catholic inspiration that without it European culture in its choicest flower would have been impossible.

It is so too in literature. France, Italy, Spain, Portugal, owe the most exquisite of their classics

to the Catholic tradition. Even the northern nations, Germany, England, inherited in their literature much of the refinement of feeling, the richness of storied memories which Protestantism was unable to uproot, so deeply had the Church implanted it in the popular mind. The greatest literary masters of our race, Dante, Shakespeare, Goethe, Calderon, Racine, and the rest, whether or not, as in the case of most of them, they were themselves believers, took their greatest inspiration from the Church and without her inheritance of culture would have found it impossible to achieve their masterpieces.

These things we all know in general and rather pride ourselves upon them. Well, but what are we actually doing, as Catholic teachers, to convey this heritage of Catholic culture to our pupils? It is a priceless, necessary, general inheritance of the educated Catholic child this long result of Catholic culture—never more accessible than now. Are we succeeding effectively in giving to our students this heritage of culture, this appreciation of Catholic art and letters, this abiding taste for what is best, soundest, most approved by the loving judgment of centuries?

Few questions are more practical at the present time than this one, strange as the statement may seem to those who do not estimate aright the value of this Catholic culture. Most other elements of education have not near so actual a bearing on real life as it is lived as this one of the acquiring of a true taste and appreciation for Catholic culture. It would be better for a child to miss half and more of the erudition or information or examination—matter or what you will of our modern courses than to fail to acquire a trained appreciation or at least the beginnings of a cultured Catholic taste.

A man or woman may be truly educated and refined and yet know little of this or that department of information. Real education is the training of the tastes, the feelings, appreciations, as well as of the memory and the will. A child may pass all the examinations on the list and yet come forth from school uneducated if it has not received something of that culture or at least that desire to become cultured which is a priceless result of true Catholic training.

For this reason our devoted teachers, while they labor to equal the non-Catholic schools in the efficiency of their instruction, and the excellence of their curriculum, ought to be sure to surpass them in this one point where we enjoy so extraordinary an advantage—the giving of Catholic culture, the developing of a true and lasting taste and appreciation for Catholic masterpieces. Not to excel in this would be a deep deficiency in our Catholic system. But were we actually to allow these non-Catholic schools to out-distance us in their imparting of a taste for Catholic culture, then how should we give an account of our stewardship of the great inheritance which we hold in trust for our Catholic girls and boys?

Yet, when one runs over the catalogues of secular book sellers, the lists of libraries and the curricula of schools, one is moved to fear that Catholics are second in their appreciation of Catholic culture to some non-Catholic individuals and institutions. For one book on distinctively Catholic art, on the great originals of Italy, France, Spain, the low countries,

one will find ten by non-Catholic authors who have devoted such loving care to their researches and grew so enthusiastic in their appreciation of distinctively Catholic masterpieces that one is moved to wonder and regret that one does not find such fervor in Israel!

And what of our schools? Let each of us, without censuring any other, consider what effort, what sincere appreciation, what zeal for Catholic culture and the appreciation of what is best and noblest in Catholic art and literature holds sway in his or her own work and influence with pupils.

In the crowding of courses of study, the press of new methods, the competition with outside systems, teaching is no longer the tranquil occupation which it may have been in more idyllic times. There is the more reason to advert at times to such essential things as the imparting of Catholic culture. With so much else to think of, there is danger of forgetting this great requisite.

In the domain of art, it would almost seem difficult to avoid conveying to Catholic pupils a knowledge and appreciation of the great Catholic originals. The greatest of great art is so extraordinarily the product of Catholic faith and history! Those exquisite Madonnas, the highest expression at once of human feeling and supernatural loveliness, are altogether ours. Merely to fill the school rooms with the beautiful replicas of these works of art, to be had nowadays so cheaply, and to explain to the children something of their artistic worth and Catholic significance and inspiration would be a daily lesson in Catholic culture. It were atrocious to neglect these lovely masterpieces and put crude modern pictures before the eyes of our little ones at the time when their tastes are forming.

One may say as much for other Catholic pictures which are great art and should be known to all our pupils. Let them see, let them hear of, help them to understand, the most beautiful, the worthiest, of Catholic inheritance in art. When these great originals have been dealt with, when they have been set before the eyes of the children and duly explained to them, there will be no time left for anything less worthy. We can use all the opportunities we have for dealing with these things and still never find time enough.

The same thing is true, and perhaps in greater measure, of Catholic literature. The secular universities are forced to take cognizance of the supremacy of certain Catholic authors such as Dante, and some of them have founded special chairs for the study of this supreme poet whose works are so built upon Catholic philosophy and theology that these form the very skeleton of his work. For a comprehension of his poetry even non-Catholics must have recourse to the sacred sciences of the Church. Do our own schools strive as devotedly to interpret to their pupils the work of this greatest of poets? Or do they suffer themselves to be surpassed by non-Catholic teachers in enthusiasm for the sublime achievements of Catholic writers?

In English literature also, or rather in this particularly, our Catholic teachers will surely desire to emphasize and set before their pupils what is essentially Catholic and springs from Catholic culture. We have in English such a profusion of ma-

terial in poetry and prose that some selection must perforce be made for reading and study in the class room and at home. While the general lines of literary study must be respected, there still will remain to the Catholic teacher of literature a wide choice of models. In non-Catholic authors, those works and passages may well be dwelt upon which are inspired by Catholic culture and breathe the Catholic spirit.

More important still, the Catholic teacher should see to it that those authors of our own faith who deserve to be studied should have their due place in the curriculum and even should have preference over others when everything else is equal. The very fact that they convey to the student the heritage of Catholic culture, limpid and pure and from its native springs, should gain them this preference. The circumstance that this fact of their Catholicity tells against them with some secular educators, should be an added reason for giving them a prominent place in Catholic schools. Nor do we mean that an author should be favored for study merely because he is a Catholic. Catholicity and Catholic culture are unfortunately not always found together. To extol a writer only because he is a Catholic would be almost as unwise as to follow blindly the secular preferences of non-Catholic schools. But we have material enough which is at the same time good literature and distinctively Catholic to offer for the study of our Catholic pupils.

These reflections are more intensely practical than may appear at first consideration. It is to the highest interest of the Catholic schools no less than of the Church in general to send out graduates who are marked deep with the stamp of Catholic culture. Even the beginnings of the real taste for Catholic art and literature will do more to preserve a graduate from corrupting influences and to keep him loyal to his school than some matter of fact persons may imagine.

We rightly deplore that even while at school our pupils show sometimes such lamentable taste in reading and amusements and are so easily caught up and swept away by the cheap fads and vulgar follies of the time. May not one reason be that we fail to cultivate a Catholic taste for what is best and most refined? To run with the crowd is natural, easy and obvious. Vulgarity and cheapness are the order of the day. To follow along the ways of refinement and culture is exceptional and requires special strength, training and culture. We of all men, have the duty and the opportunity of giving this resisting strength and discriminating culture to our pupils and fortifying them against the vulgarity and worse of the time.

Our pupils have besides the right to this training. Catholic culture is their inheritance. They attend Catholic schools so as to come into what is their own. Ignorant themselves of the need of high standards and trained taste, unaware of the treasure which awaits them in Catholic art and literature they can hardly be expected to find out individually the paths of culture. It is one of the chief duties of the Catholic teacher to lead them to that appreciation and fine taste which will be so great an aid to their perseverance in worthy culture, to the avoidance of present-day vulgarities, and even to the better love and practice of their Faith.

ELOCUTION IN COLLEGES.

By Brother Gabriel, F. S. C., B. A., M. Sc.

(Continued from May Issue.)

IV. EXPRESSION

This topic has been enlarged to include many points which have only an indirect bearing on Expression.

TIME—The rate at which the lines are read will depend largely on the subject matter of the text. Yet, as a general rule, the words should be slowly enunciated in order that the sounds may not be confused. All beginners sin by going too fast. The impression of haste can be given by sharply enunciating the words, but without any great increase in the rate.

MODULATION—There is no asset more valuable to the elocutionist than a well modulated voice. What it consists in or how it is acquired is a difficult matter to explain. Certain it is, there is nothing which contributes more to the pleasure of an audience; it is the golden touch which transforms the words of the speaker and captivates the hearts of his hearers.

In a general way, modulation may be said to consist in a variation of the tone, ranging from a lower to a higher key or vice versa. For example, the tone is low when describing a situation which is sad or sublime and higher for one of joy, excitement or fear. These alterations should be brought about by gradual steps unless the meaning of the text calls for a more sudden change as for example, to indicate parenthetical expressions.

However, the tone should never be unnatural or mechanical. If the speaker has become imbued with the spirit of the selection, the modulation of the voice will come as a natural consequence.

TRANSITION—It sometimes happens that there is a sudden change or break in the continuity of the thought. In order that the audience may not perceive this interruption, the elocutionist must construct, as it were, a bridge over which the transition may be made. A laugh, a cough, a pause, an interjection, a gesture or even a change in tone will often answer the purpose. The judgment of the speaker will suggest the best method to be used in any particular case.

THE READING OF POETRY—In reading poetry beginners usually fall into the "sing-song" habit, a fault which, once contracted, is only remedied with difficulty. Poetical selections should first be read to bring out the meaning and to break up the metre; afterwards they may be memorized. The instructor might repeat—exaggerating will increase the effect—the "sing-song" rendition after the pupil and thus lead him to perceive its unpleasantness. In this way he will do much to eradicate the fault. If the poem is written in the form of prose it is some help, but does not entirely solve the difficulty.

THE ATTACK—Elocutionists attach great importance to the first and last word of the declamation. It is essential to make the attack—the first few words—clearly and forcefully. If care is not taken the first word or two will be slurred, and the result is not only unsatisfactory, but creates a bad impression.

A selection usually terminates in a climax, and hence the last few words should be slowly enun-

ciated in order to give the ending all the solemnity possible.

PERSONAL APPEARANCE—It is difficult to overestimate the importance of one's personal appearance when on the stage. Unless a costume is required, the elocutionist should wear evening dress—a dress suit or tuxedo. The cuffs may, and preferably should, be soft or semi-starched. The hands and face should be scrupulously clean. When footlights are used a little make-up will relieve that paleness which the strong light would otherwise give to the features.

MAGNETISM—Closely allied to the above, is a mysterious power commonly known as magnetism. It contributes much to the success of the artist. Whether it can be cultivated or not is questionable. It may be in the smile, the voice, the enthusiasm, the features or the physique. And yet, men who had none of these attributes have still possessed this charm to an extra-ordinary degree.

IMITATION—Whether we will it or not, we are, nevertheless, creatures of imitation. What Tennyson said concerning Ulysses—"I am a part of all that I have met"—is universal in its application. Hence it is helpful for the elocutionist to study the great masters, and strive to imitate their manner and interpretation. However, if the result is a mere mechanical echo nothing has been accomplished. After the selection has been thoroughly "talked up" the instructor should give his interpretation. This will serve as a model, and may be imitated up to a certain point. But as soon as the pupil has reached some show of mastery he should be encouraged to make the interpretation his own.

THE MIRROR—Criticism is a powerful aid; but good criticism can not always be obtained. Hence the elocutionist will derive great profit by practising before the large mirror. By self-criticism he will develop grace in the various movements, and correct little faults which would otherwise escape his notice.

WALKING—The approach to the stage is important in so far as it is a first impression. Walking should be characterized by dignity, graceful movement and the absence of all undue noise. The head should be held erect and the arms allowed to swing naturally by the side. If the steps are too long there will be a tendency for the body to sway from side to side.

THE BOW—The bow is a graceful recognition for the applause of the audience. Hence the elocutionist should bow at the commencement only on condition that he is applauded. At the end, it is customary to bow either in acknowledgment of the interest shown by the audience or of the applause which invariably follows. If the audience is large the bow may be repeated to the left and to the right. If some distinguished personage is present, and placed in a prominent position, it is proper to bow to him both at the beginning and at the end.

In making a bow, the speaker first assumes the "starting position". Then, the head and shoulders are bent slightly forward, keeping the eyes on the audience. The arms hang naturally from the shoulders. Simultaneously with the movement of the head, the left foot is retarded a few inches. There is often a tendency toward affectation in making the bow but this should be carefully avoided.

Text Books For Catholic Schools

Fredet's Modern History

844 pages, cloth. Profusely illustrated with colored maps and half-tone cuts of battlefields and historic places.....\$1.35 Net

Murray's English Grammar

Kerney's Abridgment Revised. By Dr. C. H. McCarthy, Ph.D., Catholic University. 144 pages. Cloth.....60 cents Net

Jenkins' British and American Literature

Revised Edition, Illustrated. Cloth.....\$1.50 Net

Compendium of History

Ancient and Modern, By M. J. Kerney, A.M. (Revised by Dr. McCarthy, Catholic University.) 750 pages, cloth.....\$1.20 Net

Murray's English Literature

Prof. P. J. Lennox, Catholic University of America. Cloth.....90 cents Net

Murphy's Readers

Best Books at Lowest Prices

Write for Introduction Terms

Every Teacher should have a Copy

CONSIDERATIONS FOR CHRISTIAN TEACHERS

By BROTHER PHILIP

Superior General of the Brothers of Christian Schools

ONE VOLUME. 12 Mo. 416 PAGES. BOUND IN CLOTH. \$1.75.

JOHN MURPHY COMPANY, PUBLISHERS Baltimore, Md.

LIST OF SELECTIONS

The following is a list of recitations suitable for College Entertainments. It comprises only selections which have met with general approval and which are, for the most part, available at any library:—

Name.	Author.
Arab and his Steed, The.....	Hon. Mrs. Norton.
Address to the Ocean.....	Lord Byron.
African Chief, The.....	William Bryant.
Alex Yeatin's Son.....	Thomas B. Aldrich.
As Red Men Die.....	Pauline Johnston.
Benediction.....	Francois Coppee.
Boy of Ratisbon, The.....	Robert Browning.
Boy of the House, The.....	Jean Blewett.
Barbara Freitchie.....	John G. Whittier.
Bernard del Carpio.....	Mrs. Hemans.
Baron's Last Banquet, The.....	Greene.
Bay Billy.....	
Boots.....	Rudyard Kipling.
Blue and the Gray, The.....	F. M. Finch.
Charge of the Light Brigade, The.....	Lord Alfred Tennyson
Collier's Dying Child, The.....	Farmer.
Curse of Regulus, The.....	Kellogg.
Cremation of Sam McGee, The.....	Robert W. Service.
Corporal Dick's Promotion.....	Sir Arthur Conan Doyle.
Cattle Thief, The.....	Pauline Johnston.
Casey at the Bat.....	Phineas Thayer.
Cure of Calumette.....	Drummond.
Christmas Time.....	Sir Walter Scott.
Driving Home the Cows.....	K. Osgood.
Dawn on the Coasts of Ireland.....	
Dandy Fifth, The.....	Gassaway.
Dominique.....	William Henry Drummond.
De Scotchman in Quebec.....	McCuag.
Dukite Snake, The.....	J. B. O'Reilly.
Excelsior.....	Henry W. Longfellow.

Exile of Erin.....	Thomas Campbell.
Enchanted Shirt.....	Colonel John Hay.
Forest Fire.....	Charles D. Roberts.
Fontenoy.....	Thomas Davis.
Fisher Lads' Holiday.....	Marianne Farningham.
Gambler's Wife, The.....	Coates.
Give him one of Mine.....	Daniel W. Davies.
Glove and the Lions, The.....	Leigh Hunt.
Gunga Din.....	Rudyard Kipling.
Groom's Story, The.....	Sir Arthur Conan Doyle.
Good-bye Jim, Take Care of Yourself.....	Whitecombe Riley.
Hamlet—King's Soliloquy.....	William Shakespeare.
Hamlet—"To Be or Not to Be".....	William Shakespeare.
Highland Hospitality—Lady of the Lake.....	Sir Walter Scott.
How the La Rue Stakes Were Lost.....	Anon.
How Baptiste Came Home.....	Drummond.
In Flander's Fields.....	Lieut. Col. John McCrae.
Inquiry, The.....	MacKay.
Irish Philosopher.....	Anon.
Legend Beautiful, The.....	Henry W. Longfellow.
Laska.....	Frank Desprez.
Life-boat.....	George R. Sims.
Little Baptiste.....	William Henry Drummond.
Last Portage, The.....	William Henry Drummond.
Lord William.....	Robert Southey.
Lavery's Hens.....	Anon.
Lepre, The.....	Nathaniel P. Willis.
Monk Felix, The.....	Henry W. Longfellow.
Macbeth—"Is this a dagger".....	William Shakespeare.
Macbeth—Banquet scene.....	William Shakespeare.
Norman Baron.....	Henry W. Longfellow.
Napoleon's Farewell.....	Lord Byron.
Our Heroes.....	Phoebe Carey.
Orange and Green.....	Gerald Griffin.
Pickett's Charge at Gettysburg.....	Anon.
Papa and the Boy.....	Harbour.

Paul Revere's Ride.....	Henry W. Longfellow.
Parental Advice.....	Mark Twain.
Robert of Sicily.....	Henry W. Longfellow.
Rienzi to the Romans.....	Miss Mary Mitford.
Race Question, The.....	Paul Dunbar.
Raven, The.....	Edgar Allan Poe.
Rosary of my Years, The.....	Father Ryan.
Shipwrecked (Translation).....	Rudyard Kipling.
Soul of the Violin.....	Margaret Merrill.
Slave's Dream, The.....	Henry W. Longfellow.
Satan's Adress to the Sun.....	John Milton.
Spartacus to the Gladiators	
at Capua.....	Kellogg.
Sheridan's Ride.....	Thomas Read.
Sir Galahad.....	Lord Alfred Tennyson.
Soulful Sam.....	Robert W. Service.
Stove Pipe Hole.....	William Henry Drummond.
Smike and Squeers.....	Charles Dickens.
Slave Who Saved St. Mich-	
ael's, The.....	Mary A. P. Stansbury.
Song in the Market Place,	
The.....	Anon.
That Old Sweetheart of Mine.....	Whitecombe Riley.
The Toast.....	Sir Walter Scott.
The Wreck.....	Mrs. Hemans.
Vision Beautiful, The.....	Henry W. Longfellow.
Vat You Please.....	Wm. B. Fowle.
Violin Fantasy.....	Anon.
Wolsey's Soliloquy.....	William Shakespeare.
Wolverine.....	Pauline Johnston.
Wreck of the Julie Plante,	
The.....	William Henry Drummond.
Wrecker's Bell, The.....	William Winter.
Warning Bell, The.....	Alfred Smythe, F. R. G. S.
"When the Folks Is Gone"	
—Negro Story?.....	Whitecombe Riley.

THE PSYCHOLOGY OF MOTIVATION.

(Continued from Page 117)

have such an unexpected pleasure one very hot afternoon and at the period usually devoted to Latin brought unbounded joy to each heart, though according to the "idealist" all should have been sorry to miss the lesson. Of course I regret to have to chronicle such a departure from the ideal standard of pedagogy, but as I am stating facts I must tell what actually took place. Indeed I must confess, "real easy" though, so the idealist will not be too much shocked, that for several weeks you could hear, at intervals, stage whispers like this from the boys: "Say, can't some of you girls write another fine composition and win a prize, so we can have some good ice cream instead of that old Latin."

From all this we conclude that the teacher must be prepared then for a new means of motivation when the stimulated interest of the class flags and here artificial positive incentives such as prizes, privileges, and immunities are means of arousing derived interest. The task itself may remain as unpleasant as ever, but through these means the student is induced to undertake it.

The psychology, underlying motivation, is such a broad field that it would be impossible to exhaust the subject; therefore to conclude these few thoughts attention may be called to one practical psychological point, the remembrance of which would make teaching more pleasant. It is that the **given incentive must suit the intellectual capacity.** This is well illustrated by the following incident. A little boy sat on the wide veranda of an old southern mansion, vigorously beating a drum, one very hot afternoon, when the family were trying to take a siesta. One big sister came to the door and said: "Willie, don't you remember St. Aloysius used to be so quiet in his father's house. Would you not be glad to be like him and stop beating the drum?" Of course, Willie continued the beating with even added vigor. It was giving him inherent pleasure. Shortly afterwards another sister appeared and smiling sweetly said: "Willie, do you see those big leaves on that tree in the grove?" Willie assented. "Well," the second sister continued, "you know General Pershing never beats a drum, too small a job, for him, but he is a sharp-shooter. Why don't you try to imitate him? Practice now by seeing how many holes you can put in those big leaves with your air-gun." In a few minutes the noiseless gun was busy, the little boy intensely happy and the family peacefully sleeping.

ACHIEVING THE PROPER EMOTIONAL TONE IN THE CLASSROOM.

By Burton Confrey, M. A.

(Continued from May Issue.)

I recall an instance in which the teacher of a small class locked the door when the bell rang. Professor Wundt had done it when this teacher attended his lectures in Germany. That procedure sounds efficient if we don't think, and we can see how a popular lecturer could set his stage most attractively by having the janitor lock the doors when the bell rang. To be sure in large lecture courses one could be annoyed by laggards, and a lecturer starting out to make a reputation could get his lecture room filled a quarter of an hour before the period began. But none of us is, I hope, courting popularity or human respect. (The spotlight has a habit of shifting to someone else.) The greatest teacher I ever had, Dr. Richard Green Moulton, never bothered locking the doors to his lecture room; and it was because I slipped into a back seat one day while passing that I took every course he gave for two years, found what I had dreamed a university might be, and reached the stage where I would have taken crocheting if he taught it. The teacher counts, not the course he is giving. To illustrate this point, former-President Harper of the University of Chicago used to tell a story of his experience with a freshman about whose schedule he inquired. The young man said he liked best his class in—— (giving the surname of a professor). "Upperclassmen advised me to take it. I don't know what it is yet; but it's awfully good."

If one does meet a student who is chronically tardy he can soon make him understand, after class, that he must come on time or drop the course. We can recall classes to which we hurried because we looked forward to being there. We can make our classes like those.

I recall a class which always began with the teacher's fighting about those who did not bring their books. She worked herself into a rage, in which she was not attractive; and the careless students whom she dismissed were delighted. She knew her material, was earnest, and could teach; but she was nervously distraught after each performance, and some of the students who had brought their books spent their time driving her frantic by eyeing her apparel until she started to fidget. She could have avoided all the unpleasantness if she had expended the energy lost in rage upon outwitting those who failed to bring their books. I know a class in which students who forget material are penalized by being ignored, with kindness. After all, if the object is to teach English and to strengthen spiritual life, forbearance, benignity, and charity always help, while ugliness gains nothing. By doing excellent work, students show their appreciation of the leader who is always amiable. Recently in a class in oral English when called on a student who has gained a reputation for being troublesome in the residence halls came to the front of the room and said, "I am sorry I am not prepared, but if I am asked to speak at the next meeting of the class I shall be ready." Although he had never been ugly in the class, the

students who knew his reputation were surprised but did not remark it in his presence.

Anyone can assign lessons. "Place formal and callous teachers in marble palaces, and they shall be caught all the more hopelessly in the machine which destroys life" (Spalding). The real teacher, however, stimulates our normal growth, makes us more Christian, practises what he teaches.

Gentleness is cultural; and the teacher who pounds the desk and hollers to emphasize must emphasize more and more to be effective. Like the use of "very", or of the exclamation point, or the Victorian vogue of capitalizing or underlining, that sort of thing loses force directly in proportion to the frequency with which it is used.

If a student loses mimeographed material on which a discussion is based or which helps make his notes complete, less time is wasted and respect and loyalty are strengthened if the teacher gives extra copies pleasantly. (It is essential that he be prepared for this situation by having them with him.) Certainly no one is justified in making miserable the efficient students who are ready for instruction by raging, or is it just to deprive them, by wasting time, of the teaching to which they are entitled upon the payment of their tuition.

Nor does kindness in the classroom involve slipshod instruction or failure to get results. By approaching the routine from different angles one can drill without boring the best students. If he is teaching a content subject he can open the class period with various tests of the true-false or yes-no-didn't-say type in which twenty-five points can be covered and graded in class in five minutes or less, when students become accustomed to the method. Such procedure stimulates the students' interest, tests their preparation, and leaves the rest of the period for teaching what they failed to get. (This one can discern in a moment by running his eye over the tests.) When we have cleared up the difficulties, we can turn to something else. But by returning to test the work of the previous day we can easily discover whether the students reviewed what they did not know the day before. Another test is not necessary. Someone who failed may be permitted to review a particular part of the material; another may outline the whole or some specific phase; we never give up pursuit of the indolent or lazy.

Many teachers have found elastic assignments excellent in achieving a pleasant atmosphere in the classroom. Such an arrangement permits each student to work at his maximum efficiency. Assignments for papers are arranged to test advance in mastery of the mechanics of composition; but if at any time a student thinks he would prefer to write something other than what has been assigned he may do so. An impromptu will reveal the student who has someone else write his papers; and the liberality in assignment will bring to light initiative—of infinite value and always worthy commendation.

If our talk has been attractive students will enjoy expressing themselves—get as much pleasure from it as from any other form of self-expression, such as swimming, playing ball, dancing, and so forth. Then we may grant the right to submit ex-

Gold Medal Products and Their Class-room Uses

The list is long and distinguished, with a widely varied application to classroom needs. By way of reminder:

"CRAYOLA" CRAYON, universally the child's choice, does everything that any wax crayon aims to do, but does it better. Has the widest color-range—46 colors, including the Munsell hues.

"ARTISTA" WATER COLOR, in hard cakes and semi-moist pans, raises the class-room standards without effort by virtue of its quality.

"PERMA" PRESSED CRAYON is the ideal design and color medium for intermediate grades and junior high schools as well as high schools.

"DUREL" PRESSED CRAYON, for tones in flat compositions and in combination with other mediums, such as pen and colored inks.

"SPECTRA" PASTEL CRAYON, for misty softness, like summer clouds and autumn haze.

LECTURERS' COLORED SQUARES, the ideal attention medium for the teacher. One stroke and the boy in the back seat is with you.

Samples and color charts on request.

BINNEY & SMITH CO.

41 East 42nd Street

New York

tra papers. If students write these out of their own experience they will already have the thought and can give their attention to correctness of expression. On the other hand, the extra paper may be assigned the slow student; and this duty, with its reward of extra criticism, can be worked over into the former type, which is a privilege. I know a student who seemed utterly hopeless in freshman English because of lack of preparation. He was permitted to stay in the class (because the teacher could not succeed in putting him out) and told that he must expect no consideration unless he earned it by his improvement. By Easter he was writing papers flawless from the point of view of mechanics on "The Song of the Blackbird", "Why Pigs Interest Me", and other subjects of his own selection. Few people object to writing short papers out of their own experience if they are sure of careful criticism.

Of course, the secret of teaching students to write (or talk) better lies in leading them to live better. To become educated our students must become as good as they are capable of becoming; then our great men will always be the best. If the teacher does his part there is only stimulus in the teaching of English to students who are Daily Communicants and who learn to offer every act as one of worship.

That is, of course, ideal, for all students (and all teachers) do not offer their every act as one of worship. And an ugly experience before class can dominate a mood for a long time. But if the new influence is strong enough, we notice students striking the tempo of the class which they enter; they are marvelously like chameleons in that way. One can even change the mood of a young man who comes into your class in a rage because of an injustice or supposed injury to himself or others or because he has come from an atmosphere with intimidation and the consequent opposition, uncharitableness, and hatred. To be specific: One morning a teacher sensitive to the mood of his students noticed their entering the classroom without a greeting, some with heads down—sullen, others defiant. When the recitation opened there was little response. Knowing that the hour would be wasted under these conditions, he drew from his book bag E. M. Tennyson's **Louise Imogen Guiney**—he always has something in reserve. In recommending the book he read this extract: "The only comfort under injustice is that we, as finite beings, cannot possibly see all the bearings of any one circumstance and that the Hand disposing of it and us does know all the bearings and never blunders. This readiness to face defeat—the soul maintaining an inviolable fidelity—is the key to Miss Guiney's temperament and the theme of many of her poems." The atmosphere became more agreeable. He read "The Wild Ride". The hearers could understand

"I hear in my heart, I hear in its ominous
pulses,
All day, on the road, the hoofs of invisible
horses,
All night, from their stalls, the importunate
pawing and neighing."

The zest in life, the love of movement Miss Guiney presents appealed to them. When they heard "The

Knight Errant", fired by his passion for perfection, a new mood gained dominance. The calm beauty of "The Vigil-at-Arms" rising to its glorious climax, "O Knight Errant! O soul ordained to fail", led to a discussion of Miss Guiney's life and its keynote—love—"The spiritual element that harmonizes, constructs, creates, inspires, uplifts, and strengthens." Her inviolable faithfulness, the relation of the outer and inner life as represented in "The Vigil-at-Arms" and in her own life, in Shakespeare's plays—**Henry VIII, Julius Caesar, Cymbeline, Antony and Cleopatra**, all this followed. Then came her exquisite lyric from **A Roadside Harp**, beautiful in its quiet, "Take Temperance to thy Breast". A bell rang, announcing noon.

The students went out as silently as they had entered. One stayed behind to tell why the members of the class were distraught, to ask definite questions about obedience, respect for superiors, turning the other cheek, and so forth. "All we want is justice." The teacher got no dinner. Silly, wasn't he? But the young mind was wax to impress. He had been violently angry.

When the class met next that student was missing. He had been sent to the isolation hospital with scarlet fever. I refuse to think of what might have happened had the teacher of that eleven o'clock class been less a Christian. I asked him how he happened to have **Louise Imogen Guiney** with him. He didn't know; it just happened. Each morning he offered his Communion that he might lead his students closer to God; a spiritual Communion had preceded his thinking to talk about Miss Guiney.

"We can educate for larger environment only by teaching the young to adapt themselves to one which is smaller." Again, "Disillusions bring into view fairer, wider prospects for those who have the courage to look steadfastly. * * *

"Happy are they who begin life in an atmosphere which inspires confidence and serenity. Whatever troubles come later, they will hardly lose faith in themselves and the goodness of living."—Spalding.

It will require another article to discuss the immediate returns accruing from achieving a favorable tone in the classroom. In many cases it will take years to learn whether our efforts have succeeded; and we may never know, for the ideal teacher must be willing to be forgotten. We should talk over the opportunities with which we may reward the students who give us their best, although material rewards please. During Lent a teacher encouraging the reading of the Gospel narrative of the life of Christ by getting out a reading guide and bulletin gave to each one interested in starting a collection of favorite pictures connected with the life of Christ an attractive print of St. Joseph and the Child Jesus. A freshman stopped after class to say, "This reminds me of the holy pictures the Sisters used to give me; I saved every one of them." Any linking with recollection of the loveliness of student days with nuns or the cleansing experience with "holy men", as one young man designated his teachers in prep school, is sound pedagogy.

I should like to discuss the necessity for the teacher's working and studying harder than the student, Bishop Spalding's studying seven hours a day

after he was laden with degrees, his work among the negroes at Louisville. But that must be deferred. I frame this paper by adding a quotation from Bishop Spalding, whose work every teacher should know intimately:

"Nothing but ceaseless effort is difficult, and nothing else achieves aught of permanent value. Only the habitually thoughtful are prepared to take advantage of the moments of inspiration which come to all, but which for the most depart unnoticed and unused. The truth which with incredible flutterings and magnetic thrills circles near me today, like a humming-bird among the flowers, may, if unheeded take flight and never more return. For me it emerges, for briefest space, from the bosom of the eternal; but if I care not for it, it seeks again its everlasting home."

"BUT WISDOM LINGERS"

(Continued from Page 108)

of the mustard seed is a battle cry of progress. The history of the Church of Christ is a pageant of progress. The story of the arts and the sciences is an epic of progress. The lives of profound philosophers and sublime poets, of assiduous scholars and heroic saints are object lessons of progress. Did Dante fear the unchastity? Or Aquinas? Or Columbus? Or Teresa? Dangers undoubtedly we face and privations and misunderstandings when we step a little ahead of our fellows and plunge into the unknown; but the cross must go on, the torch must go on; and we, the cross bearers, the torch bearers, are false to our trust if we tarry in sheltered ease and make the great refusal.

Finally, true wisdom often lingers because subconsciously we satisfy ourselves with low ideals; and this complacency with safe and easy standards mars alike the growth of individuals and the work of institutions. We are doing rather well, we tell ourselves, we are holding our own, it is not for us to scale the dizzy heights of achievement or with our burning foreheads graze the stars. And then we express surprise and disappointment when men who have been wearing a religious habit through scores of years reveal in some unlooked for crisis how flimsy is their Christ-like character, when alleged scholars are found in the hour of service egregiously wanting in both the substance and the technique of learning, when teaching congregations conceived in the fervor of heroic vision and nurtured on inspiring traditions and eternal truth relinquish their noble birthright and follow blind and literal routine and serve only to give melancholy point to the Great Teacher's words, "The children of this world are wiser in their generation than the children of light."

"Think of me at my best," pleaded someone intent on earthly fame. Wiser had he been were he able to say, "I have lived prevailingly at my best." We all need optimism, true optimism, optimism that connotes absorption in the best. For whatever we can adequately conceive of that we can achieve.

God measures results very differently from the world. He looks for everybody's best in their circumstances. The world may pronounce the result failure; but so long as the heart and purpose are true to Him, He accepts "according to that a man hath, and not according to that he hath not."



PERFORM A SERVICE To Parent and Child

By Suggesting the use of

HOLDEN BOOK COVERS

For Books which receive daily wear

Two Qualities of Material

TWO PRICES

(Samples Free)

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President

Springfield,

Massachusetts

THE BOLENIUS READERS

Teach pupils to think

From the beginning of the Bolenius Course pupils are trained to read INTELLIGENTLY. The detailed questions and suggestions accompanying each selection require the child to organize and to interpret his thought. This training establishes proper reading habits which react in better work in all the other school subjects. The wide range of carefully organized material, both modern and classic, never allows interest to lag. Throughout the course the proper balance of silent and oral reading is maintained. The Manuals give the aid of a skilled supervisor in complete instructions for each day's work.

No other series of readers has so fully covered every phase of the reading problem in its significance for school, and for life-long influences.

*Let us send you complete information
about these readers.*

HOUGHTON MIFFLIN COMPANY

Boston New York Chicago San Francisco

THE SYMPHONY, ITS ORIGIN AND EARLY DEVELOPMENT.

By Rev. F. Jos. Kelly, Mus. Doc.

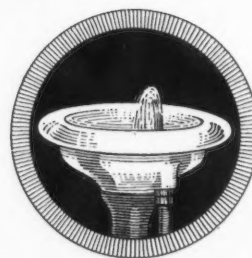


Rev. F. Jos. Kelly

There is little hesitation in admitting that the symphony, the noblest form of artistic music, was the result of a sudden act of genius. No more in the field of composition, than in that of the other arts and sciences, has such a power been possessed by a single man. The constitution of the modern orchestra is so closely related to the organization of the symphonic form that it cannot be distinguished which of the two great historic facts was the cause and which, the effect of the other. In the same way, among the great number of masters who were at work on the problem, it is as yet impossible to arrange in correct succession the names of those whose initiative was decisive. Haydn's glory will not be diminished, because the origin of the symphonic form has been investigated and because the foundations have been discovered upon which he built everlasting monuments. A whole little army of artists take their places in the picture of the origin of the symphonic and other larger instrumental forms, in which Haydn plays no longer the miraculous role of inventor, so long as signed to him.

It has been commonly said that Haydn was the founder of the symphony. This generalization, like almost all generalizations, has a substratum of truth; but, also like them, does not reveal the whole truth. The germ of the symphony, as we understand it, lay in the orchestral introductions which were played previous to the operatic performances of the seventeenth century. These introductions grew in importance. The first symphony of Haydn, 1759, was a development of the orchestral introduction, an immense advance of what had gone before. Haydn gained his mastery over orchestral forms whilst experimenting with the orchestra which he conducted at Prince Esterhazy's. Mozart, who developed the symphonic form of Haydn, had a vision of orchestral possibilities by his experience of the orchestra at Mannheim, 1777, at that time being reputed to be the finest in Europe. The influence of this orchestra on Mozart was shown when he produced his first symphony in 1778. It was superior to anything that had as yet been produced on account of its artistic expression, its interesting and varied themes, and its novel and skillful instrumentation. Both Haydn and Mozart enlarged the form of the symphony by adding the Minuet and the Trio, thus giving more contrast of movement; while Mozart occasionally gave an additional Trio to his Minuets.

Haydn was somewhat more polyphonic in style than Mozart. Mozart is superior in the slow movements and Haydn in the allegros, where his mastery of polyphonic detail helps him to build up more solid work. Both did much for the orchestra and for the cultivation of orchestral coloring. Haydn was the first to use the orchestra as a separate factor and to group the instruments to render the



Easy to Stop at the Start

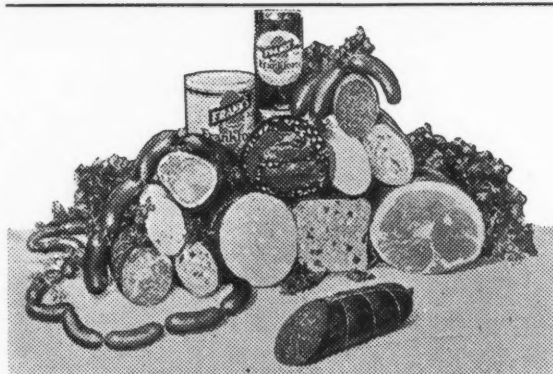
Disease spreads quickly among school children. Yet it's easy to stop at the start. Install R-S Vertico-Slant Drinking Fountains. Eliminate the possibility of contagion at the "bubbler" where many diseases start.

The nozzle in the R-S Fountain is located at the bottom of a recess protected by a wall on three sides. The slight slant prevents bacteria-laden water from falling back upon the jet—and the stream of water is just right for convenient drinking.

R-S Sanitary Drinking Fountains come in a complete range of models for every school requirement. Write for new illustrated R-S Catalog F with specifications, prices and full information.

RUNDLE-SPENCE MFG. CO.

55 4th St., Milwaukee, Wis.



FRANK'S

Quality Sausage and Meat Treats

You will never know the deliciousness of really good sausage until you have tried the FRANK product.

Price List will be mailed on request

Made in Milwaukee Since 1860

FRANK AND COMPANY

Milwaukee, Wis., U. S. A.

coloring more massive. On the other hand he borrowed the use of certain special grouping of instruments from Mozart. Though he was the first to originate modern instrumentation he was much indebted to Mozart for many new ideas. One must remember that the orchestra of his time did not generally consist of more than strings, oboes, flutes, horns, bassoons, trumpet and drums; later, clarionets were occasionally added. It was reserved for Beethoven, the greatest symphonic composer of all time, to bring the orchestra up to its full strength as written for at the present day. In him we have the culmination of the symphony; and in all but orchestral coloring the climax may be said to have been reached in this most noble of all art forms. But his pre-eminence is by some considered not so great as in the sonata.

The symphony, which is but the sonata writ large, is our highest type of self-sufficient music. It has in its best examples revealed to us in flashes, without the painful artifice of words and sentences, the personality and the spiritual worth of the best of mankind. It is music's privilege to light the fuse of all manner of unsuspected trains of thought. Its greatest power is in its innate mystery; it helps us to see things as they never were and never will be in real life. Beethoven in his symphonies was the awful example of the musical evangelists. He is so magnificently inconsistent. Unity of mood is not the same by any means as a definite verbal ligature, and the overwhelming sense of unity in Beethoven's symphonies is due to a basic idea, not to literary or pictorial association. The "Eroica" gains little from its connection with Napoleon. The "Pastoral" was fortunately saved from total misconception by the safeguard note of the composer. The Beethoven symphony is as much a manner of thought as a form of speech; it stands for breadth and for depth, and its resources have exceeded those of any other instrumental medium.

Beethoven, the greatest of symphonists, found the usual instrumental form inadequate to his needs; and this, not because he was a greater musician than Haydn and Mozart, but because he had a completer sense of responsibility to his fellowmen, so that mere music became too vague for his purpose. As early as his third symphony, he was aware that the dream-world within him was rendered vital and creative by contact with the actual world without, and he acknowledged the fact by calling his new revolutionary work an "Heroic" symphony and by dedicating it to Napoleon. In his fifth symphony he gives a yet more definite clue to the music's purport by saying: "Thus fate knocks at the door." In the "Pastoral Symphony" he lays out a whole program of material suggestions. In the ninth he faces the problem and accepts the voice, the word, the definite thought as part of his work. None of the symphonies written since the time of Beethoven have even approached them, in so far as the linking-up of art and life is concerned. None of the later composers saw the strong religious inspiration which lay at the root of Beethoven's work.

The nine symphonies of Beethoven are unequalled in the whole range of instrumental music and the ninth is the climax of them all, the summit of sublimity being reached. No other compositions have ever approached these in masterly dignity, and in overpowering emotion, and that makes them the

most perfect of art works. In the chorus of this work appears the last of Beethoven's innovations in the form of the symphony. He had already increased in a vast measure the proportions of the introduction and of the code, and in the "Pastoral" had adopted the programme. So by the addition of the chorus of human voices he adds the consummation of all that is grand in the noblest of art works. In extended use of orchestra and in variety of orchestration, Beethoven far excels his predecessor Mozart, while in the texture, while not so polyphonic as Bach, he certainly is ahead both of Mozart and of Haydn. Beethoven might also be said to be the turning of the history of musical periods. Before him reigned formality; with him, though the mastery of form attains a climax, yet there is also the complete emancipation of every emotion and the perfect expression of every mood.

We speak of Beethoven's nine symphonies as masterpieces. Yet they are not all of equal musical value. His first and second symphonies are kept afloat by the buoyancy of the other seven. These however will survive many more decades. The chief external characteristic of all his symphonies, and in reality of all symphonies, a characteristic which contributes to their immortality, is the fact that the movements of each symphony are great moulds into which the composer casts the elements of contrast and variety. Each movement presents an entirely different picture from the other, not a concrete picture, but an abstract one. To furnish the contrast and variety that the esthetic sense, that even the untrained demands though unconsciously, each of these separate parts is made to move in a different tempo. While each of these parts comes to a complete end, thereby separating it entirely from the others, and constituting it a unit in itself, it is but a member of a greater entity in which they are all merged. The reason for this seemingly complex scheme is to have variety in unity. This was felt instinctively by the master minds that evolved the symphony.

A cursory glance at the activities of some composers in the symphonic domain, during the last century, is not without its instructiveness. The classical structure found by Haydn, developed by Mozart, and which found its culmination in Beethoven, did not come into being as a blind chance. There was logic in it. It was born of experience and, so long as it fitted the thought, was adequate. Beethoven left it in such a position that one feels as though he had exhausted its possibilities. Such, indeed, was in a large measure Wagner's view, for he saw in the choral, not merely a symphony with a chorus, but a recognition that greater things were now required to carry out and to develop this medium of thought. But Beethoven stamped his nine symphonies with his overwhelming personality. In the last of them he wrote page after page of the most human music the world possesses. A man therefore who writes in this form, with such a work before him, must have something worth saying, must be estatic and inspired, and be risen above questions of mere technique. For a symphony is either an inspiration or a mistake.

It must be admitted that since the monumental works of Beethoven were given to the world but few masters have striven to perfect the symphonic,

(Continued on Page 131.)

COMPENDIUM OF ACADEMIC RELIGION.

According to the Requirements of
THE CATHOLIC UNIVERSITY.

COMPENDIUM OF THIRD YEAR ACADEMIC.

Second Article of the Series.

By Sister M. John Berchmans, O. S. U.

PRINCIPAL CREEDS.

Derivation of Creed.

The word Creed comes from the Latin "credo", I believe.

Necessity and Origin of a Creed.

The Divine commission given by Christ to His Apostles, recorded in St. Matt. XXVIII. 19, 20, "Go therefore, teach ye all nations," necessitated some definite form of belief, for the Apostles were commanded to teach all men all things whatsoever Christ had commanded them, and this teaching Christ meant to be received not as an opinion, but carrying the weight of authority. Therefore, it was necessary for the Apostles to formulate a belief the more so, because the essential doctrines were destined for all men and all ages to the end of time, and in order to preserve unity of belief, it was first required to state the belief itself very clearly. Hence, the creed is fundamentally an authoritative declaration of the truths that are to be believed by all. The members of the visible society, the Church, which Christ founded, were not only obliged to interiorly hold fast to the teaching of Christ, but they were also obliged to express their belief, for St. Paul says in Romans X. 10, "With the heart we believe unto justice, but with the mouth confession is made unto salvation." The same great Apostle was not satisfied with vague or indefinite statements for in II. Tim. I. 13, he says, "Hold the form of sound words which thou hast heard of me in faith." That a profession of faith was required from those who were to be baptized, we know from the case of the eunuch. (Acts. VIII. 37.)

As Christianity spread, there sprang up heretical views regarding the doctrines of faith, and this necessitated modifications, not however, in the sense of introducing any new doctrines, but by a clearer expression of the traditional doctrines in terms that left no room for error or misunderstanding. Hence arose the

Principal Creeds of the Catholic Church.

1. Apostle's Creed.
2. Nicene Creed.
3. Creed of Constantinople (called also Nicene).
4. The Athanasian Creed.
5. The Lateran Creed.
6. The Creed of Trent and of the Vatican.

Definition of Apostles' Creed.

The Apostles' creed is a formula containing in brief statements or articles, the fundamental tenets of Christian belief, and having for its authors, according to tradition, the Twelve Apostles.

Origin of the Apostles' Creed.

Throughout the Middle Ages, it was generally believed that the Apostles, on the day of Pentecost, while still under the direct inspiration of the Holy Ghost, composed our present creed among them, each of the Apostles contributing one of the twelve articles. This legend dates back to the sixth century. Rufinus does not explicitly assign each article to the authorship of a separate apostle, but states that it was the joint work of all, and implies that the work or deliberation took place on Pentecost day. In the very beginning this rule of faith was known as the "Symbol", which being a Greek word has two meanings: first, "indicum", that is a token or password by which Christians might recognize each other; and "collatio", that is to say offering made up of separate contributions. In a letter addressed to Pope Siricius, by the Council of Milan we find the earliest known instance of the combination, "Symbolum Apostolorum", Creed of the Apostles, "If you credit not the teachings of the priests * * * let credit at least be given to the Symbol of the Apostles, which the Roman Church always preserves and maintains inviolate."

Use and Authority of the Apostles' Creed.

1. The most primitive and important use of the Apostles' Creed was in the ritual for the sacrament of Bap-

tism. The custom existed in the fifth century of assigning a special day for the imparting of the Creed to the neophytes, and another day immediately before the Sacrament of Baptism was given, on which the neophytes gave proof of their proficiency by reciting the creed. Following this, three questions were put to the candidates, and both the recitation of the creed and the questions are still retained in the "Ordo Baptizandi" of the Roman Ritual.

2. The Apostles' Creed is recited daily in the Church at the beginning of Matins and Prime, and at the end of Compline.

In consequence of the intimate association with the liturgy and teaching of the Church, the Apostles' Creed has always been held to have the authority of an "ex cathedra" utterance. It is commonly taught that all points of doctrine contained in it are part of the Catholic Faith, and cannot be called in question under pain of heresy.

2. The Nicene Creed.

This creed was formulated by the First General Council of Nice in 325 A. D. and gives special prominence to the divinity of Christ against the Arian heresy. In this creed is expressed clearly the belief that Jesus Christ is consubstantial with the Father. Consubstantial comes from two Latin words, "cum", meaning together with, and "substantia", meaning of the same substance. By this word the Council wished to indicate the unity of substance of the three Persons of the Blessed Trinity.

3. Creed of Constantinople.

This creed was composed by the First Council of Constantinople, 381 A. D. It is also called the Nicene Creed, because it only supplements it, emphasizing in particular the divinity of the Holy Ghost, and that He proceeds from the Father and the Son, against the teaching of the heresiarch Macedonius who denied this dogma. This creed is the Credo of the Mass, said or sung on all Sundays and on certain feasts. The words added by this Council pertaining to the divinity and procession of the Holy Ghost are "Et in Spiritum Sanctum Dominum et vivificantem, qui ex Patre Filioque procedit: qui cum Patre et Filio simul adoratur et conglorificatur; qui locutus est per prophetas," "and in the Holy Ghost, the Lord and life-giver, who proceedeth from the Father and the Son: who together with the Father and the Son is adored and glorified: who spake by the prophets."

4. Athanasian Creed.

There are different opinions why this creed is so called; some attributing it to Saint Athanasius as its author, others think it is called after this saint, not that he is its author, but that it expresses the Catholic doctrines so ably defended by this holy Confessor and Doctor of the Church, who died in 373 A. D. This creed deals almost exclusively with the doctrines of the Blessed Trinity and the Incarnation. It is recited at the office of Prime on Sunday. The results of recent inquiry make it highly probable that this creed originated in the fourth century during the life of the great Eastern patriarch, or shortly after his death.

The "Damnatory" or "Minatory" Clauses are the Credal Equivalent of Our Lord's Words.

The Athanasian Creed opens with a "damnatory" or "minatory" clause: "Whosoever will be saved, before all things it is necessary that he hold the Catholic Faith. Which Faith except everyone do keep whole and undefiled, without doubt he shall perish everlastingly." The concluding verse of this creed again declares most clearly and emphatically: "This, the Catholic Faith, which except a man believe faithfully and firmly, he cannot be saved." But these words are nothing more than the embodiment in other words of the thought declared by our Lord and Savior Jesus Christ, the Incarnate Truth, recorded in St. Mark XVI. 16, "He that believeth not shall be condemned." This damnation, however, applies only to the culpable and the wilful rejection of Christ's words. Considering these other words of our Blessed Lord, "Heaven and earth shall pass away, but My words shall not pass away." St. Matt. XXIV. 35, it is not to be wondered at that the Athanasian Creed declares the absolute necessity of accepting the revealed word of God, under the stern penalties therein laid down. Nor is there any thing startling in the statements of the direful consequences that will follow the serious sin of wilfully refusing to believe

what we know is the testimony and teaching of Christ. From a dogmatic standpoint the merely historical question of the authorship of this creed, or of the time of its first appearance is of secondary consideration and the fact alone that the Church has approved of the Athanasian Creed, as expressing its mind on the fundamental truths with which it deals, is all we need to know, for Christ has said to His Church, "He that hears you hears Me, and He that despises you despises Me." St. Luke X. 76, as well as "If he will not hear the Church let him be to thee as the heathen and the publican." St. Matt. XVIII. 17.

5. Lateran Creed.

The Lateran profession of faith (generally known as the chapter "Firmiter") published by the Fourth Lateran Council, was intended to emphasize and defend the Catholic doctrine on the Blessed Trinity. The Council which formulated this profession of faith was held in 1215 A. D. in the pontificate of Pope Innocent III.

6. The Creed of Trent and of the Vatican.

This creed contains first the creeds of Nice and Constantinople, and then proposes the Catholic doctrine as against the errors prevalent at that time. This creed was composed by Pope Paul IV. in 1564. This profession of faith was made obligatory on all those who might in the future enter upon any ecclesiastical charge, or obtain any academic degree and also upon those who renouncing Protestantism might wish to enter the Church. This creed is also called Tridentine Profession so called from the diocese of Trent in the Tyrol where the Council was held, and was called forth by the errors of the Protestant reformers, chiefly Luther, and the need of safeguarding the Church, both seculars and clergy in the Faith.

Clause Added at the Vatican Council.

In 1870, after the Vatican Council was adjourned, Pope Pius IX. added a clause containing the dogmas of the primacy and doctrinal infallibility of the pope.

Truths Contained in the Creed.

1. Truths of the natural order.
2. Truths of the supernatural order.

Meaning of Truths of the Natural Order.

Truths of the natural order are those which cultivated human reason can discover and demonstrate. Some truths of the natural order are, the existence of God, His providence, the immortality of the soul, the reward of the good and the punishment of the wicked in a future life.

Meaning of Truths of the Supernatural Order.

Truths of the supernatural order are those whose existence can be known only by revelation. For example: the Holy Trinity, the Incarnation of the Son of God, the Redemption of men by His death on the cross, etc.

The Christian's Duties to the Creed.

1. To know the Creed and to recite it often.
2. To recite it with a lively faith in its truths, and in a spirit of prayer.
3. When circumstances require it, to make exterior profession of the truths which it contains.

"With the heart we believe unto justice: but with the mouth confession is made unto salvation." Romans X. 10.
"In all things the shield of faith, wherewith you may be able to extinguish all the fiery darts of the most wicked one." Eph. VI. 16.

THE FATHERS AND DOCTORS OF THE CHURCH.

Origin of "Fathers of the Church."

The word Father as used in the New Testament means a teacher of spiritual things, and we find the expression "Father" used by Saint Paul in his epistle to the Corinthians, as well as in his epistle to the Galatians. "For if you have ten thousand instructors in Christ, yet not many fathers. For in Christ Jesus, by the gospel, I have begotten you. Wherefore I beseech you, be ye followers of me, as I also am of Christ." (I Cor. IV. 15, 16.) Saint Irenaeus and Saint Clement of Alexandria speak of a bishop as "a father in Christ". To bishops sitting in council the term fathers has been applied, as "Fathers of Nicaea", "Fathers of Trent".

However, the title of "Fathers of the Church" is applied to the ecclesiastical writers of the first twelve centuries, whom the Church has acknowledged to be witnesses and representatives of Catholic doctrine. They extend from the days of the Apostles to those of Saint Bernard, who is called the last of the Fathers of the Church.

The National Exchange Bank

Cor. Broadway and Michigan St.,
MILWAUKEE, WIS.

DEPOSITORY FOR THE

United States, State of Wisconsin
City and County of Milwaukee

CAPITAL - \$500,000
SURPLUS, 700,000

Safety Deposit Boxes for Rent

3% Paid on Savings

Established 1855

Accounts of Clergy and
Institutions Invited

Compendium of First and Second Years Academic Religion according to the requirements of the Catholic University will be in print in one volume in June at \$2.00 per copy and will be for sale at

SAINT URSULA CONVENT & ACADEMY
1339 East McMillan Street, Cincinnati, Ohio

CORRESPONDENCE COURSES

HARMONY, COUNTERPOINT, CANON & FUGUE
GREGORIAN CHANT

by

Rev. F. Jos. Kelly, Mus. Doc. F. R. C. O.

Sacred Heart Seminary

Martin Place

Detroit, Mich.

Special rates for classes of three or more



ST. IGNATIUS PAROCHIAL SCHOOLS
PAUL V. HYLAND, ARCHITECT

associated with

Geo. W. Stiles Company

159 E. Ontario Street
CHICAGO

Complete Building Service Anywhere

**CATHOLIC INSTITUTIONAL WORK
A SPECIALTY**

Plans and Estimates Furnished

Principal Fathers of the Church.

In the Greek Church:

1. St. Athanasius, Patriarch of Alexandria, 296-373.
2. St. Basil, Archbishop of Caesarea, 329-379.
3. St. Gregory, Bishop of Nazianzen, 329-389.
4. St. John Chrysostom, Archbishop of Constantinople, 347-407.

In the Latin Church:

1. St. Ambrose, Archbishop of Milan, 340-397.
2. St. Jerome, Priest, 346-420.
3. St. Augustine, Bishop of Hippo, 358-430.
4. St. Gregory the Great, Pope, 543-604.

Meaning of "Apostolic Fathers".

The Apostolic Fathers are the Christian writers of the first and second centuries, who are known to have had, or are considered to have had, personal relations with some of the Apostles, or to have been so influenced by them, that their writings may be held as echoes of genuine Apostolic teaching. The Period embraces the years during which these immediate disciples and fellow-laborers of the Apostles and their successors lived.

Apostolic Fathers.

1. St. Clement of Rome, whose Pontificate embraced the years 92-101 A. D., and who was the third successor of St. Peter in the Papacy. He has left two letters.
2. St. Ignatius of Antioch, Martyr, and second successor of St. Peter in the see of Antioch. He left seven letters.
3. St. Polycarp of Smyrna, disciple of St. John the Evangelist. He left a letter to the Philippians. He was martyred under Marcus Aurelius in 265 A. D.
4. St. Papias, Bishop of Hierapolis, friend of St. Polycarp, died 150 A. D.
5. St. Justin, Martyr, who wrote two apologies which are still preserved. He was beheaded at Rome 166 A. D.
6. St. Irenaeus of Asia Minor, disciple of Sts. Polycarp and Papias. He was martyred 202 A. D.
7. St. Cyprian, Bishop of Carthage, beheaded 258 A. D.
8. St. Cyril, Bishop of Jerusalem, styled the Catechist, because of the twenty-three catechisms that he wrote. He died 386 A. D.

Meaning of the Title "Doctor" of the Church.

If we seek the derivation of the word "doctor", we find it comes from the Latin verb "docere", meaning "to teach", and in its present accepted signification it is applied to one who has received public license from some university to teach. The title, "Doctor of the Church", "Doctor Ecclesiae", has been bestowed on certain ecclesiastical writers on account of the great advantage that the whole Church has derived from their doctrine, and the eminent holiness of their lives. In recognition of these two qualities the Church has sanctioned the use of a special Mass and Office in their honor.

Three Requisite Conditions for Receiving the Title of "Doctor of the Church".

1. Eminent learning in matters concerning religion and Catholic Doctrine.
2. Eminent sanctity of life.
3. Proclamation by the Church, that is by the Supreme Pontiff or by a General Council.

Four Great Doctors of the Eastern Church.

1. Saint Athanasius.
3. Saint Gregory Nazianzen.
2. Saint Basil.
4. Saint John Chrysostom.

Four Great Doctors of the Western Church.

1. Saint Ambrose.
3. Saint Augustine.
2. Saint Jerome.
4. Saint Gregory the Great.

Besides these called the **great Doctors**, others have had the title bestowed upon them, until now, according to the Catholic Encyclopedia, "there are twenty-three Doctors of the Church, of whom seven are Eastern, sixteen Western. Two are Popes, two are Cardinals, all but five are Bishops. They include a Dominican, a Franciscan, a Redemptorist, and five Benedictines.

Surnames of Famous Doctors of Theology.

1. Doctor Angelicus, St. Thomas Aquinas, O. P., 1274.
2. Doctor Eximius, Francisco Suarez, S. J., 1617.
3. Doctor Irrefragibilis, Alexander of Hales, O. F. M., 1245.
4. Doctor Mellifluus, St. Bernard, O. Cist., 1153.
5. Doctor Mirabilis, Roger Bacon, O. F. M., 1249.
6. Doctor Milabilis, Antonio Perez, S. J., 1649.
7. Doctor Seraphicus, St. Bonaventure, O. F. M., 1274.
8. Doctor Subtilis, Duns Scotus, O. F. M., 1308.

A RETROSPECT.

(Continued from Page 114)

some special responsibilities that will make him feel that he is indispensable.

Hypersensitive or "touchy" pupils must be encouraged to engage in the sports of their companions. They need hardening and, although school conditions frequently require that they should be protected, it would be much better for them if they could be made to protect themselves.

The deceitful pupil must have his opportunities for practicing deceit reduced to a minimum. Where supervision cannot prevent deceit, one must stigmatize it and appeal to the pupil's dormant ideals of honor and fair play.

With the vicious pupil we must be persistent, patient and cautious; neither discouraged by failure nor rendered too confident by success. The first thing to be done is to find out the cause of the viciousness. Very often the most successful treatment is a wise mingling of sympathy and affection with firmness and decision.

We have now reached the third line along which a teacher should labor to improve, the line of technique. The word "technique," as we here use it, may be defined as "the skill of the teacher in carrying on the acts of teaching." (Principles of High School Teaching. H. W. Nutt. Published by The Century Co., New York.)

First of all there is the technique of questioning. This determines the way in which the question is to be put, the number of questions to be given, the time to be allotted to each question. In the case of the average teacher, questions should be prepared beforehand. Only the teacher who is both experienced and expert can ask spontaneous questions adapted to the mentality of the pupils and the proper development of the subject. Among the various forms of questions the following are frequently found:

1. The question that answers itself. This form is to be avoided. It shows lack of constructive thinking on the part of the teacher and leads to no thinking on the part of the pupil.

2. The question that can be answered by "yes" or "no." This form may sometimes be effective. It tends, however, to encourage guessing on the part of the pupil, the teacher often giving unconsciously a clue to the correct answer by some facial expression or other physical movement.

3. The question that calls for a piece of definite information. Questions of this kind, beginning with such words as what, where, when, etc., may be used to obtain facts needed for the consideration of worth-while problems.

4. The evaluating question, usually beginning with why, how, etc. This form of question calls for thinking on the part of the teacher and on the part of the pupils. It is both constructive and educative and it should be the final type of question used in the presentation of practically every subject when one is dealing with advanced pupils.

The technique of the textbook requires that the teacher should have thoroughly examined the textbook before giving it to her pupils. Only then will she be able to tell them how to use it as an aid in preparing their study assignments.

Technique in dealing with subject-matter is shown in the proper adjustment of the topics to be taught to the actual teaching periods, in the daily planning that enables one to reach some definite goal by means of each assignment, in the specifying

of materials for a review and in the choosing of particular points to be practiced in a drill.

Technique in conducting the recitation may be summed up as follows:

1. The recitation should begin and end on time.
2. The teacher should use correct English herself and require it from her pupils.
3. The pupils should do as much of the talking as possible.
4. Each pupil should be given the amount of attention required to profit by the lesson. Some pupils need more attention; some need less.
5. Each pupil questioned should answer so that the rest of the class may hear him.
6. The teacher should face the class when questioning or discussing.
7. The teacher should keep to the lesson that she is teaching. She should never allow herself to be sidetracked by the keen-witted pupil who has not prepared his assignment.

Technique in the general management of the class depends so much on the class to be managed that it can scarcely be treated in a general way. The cultivation of the qualities discussed under the heading of a good teaching personality will probably be the means most conducive to the skillful management of any and every class.

We are conscious that there are many points to be considered upon which we have not even touched. It seems to us, however, that the points we have mentioned offer ample material for self-examination and self-improvement. Let us not be discouraged if the past shows us many things to be corrected while the future holds but few opportunities for their correction. With a good will we can accomplish much, especially if we labor, not alone, but in the company of—

The Holy Three
Of Nazareth:
Earth's Trinity.

THE SYMPHONY, ITS ORIGIN AND EARLY DEVELOPMENT.

(Continued from Page 127.)

more properly called the sonata form, that noblest, most consistent, most perfect form in the tonal art, that form wherein music, totally abstract, becomes its own object and end, disclosing thus the beauties of the entire tone world. The symphonic literature since Beethoven, although much inferior, yet contains some valuable contributions to music. Modern composers have not in any way extended the symphonic form, which is by no means yet an antiquated art form, nor have they added any new features, to the old form, or imbued it with new life. In the compositions of modern authors we find much that is interesting, highly valuable, but they lack on the other hand the depth, breadth and the beauty which characterizes the creations of the classic and romantic epoch. A glance into the scores of modern composers reveals the fact that the technical means of musical expression have experienced such predominance as to obscure sensuous beauty, the essential property of music. In the present tonal art activity we mourn the loss of loveliness and gentleness, the most distinguishing characteristic of the classic period.

"Developed from the idea that music would emanate from the brain without concepts; vitalized by the spontaneity of folk-melody; shaped at first by the modes of theological thought, though afterwards breaking away from this into freer forms, the symphony is synonymous with real music; and although music is bound to seek other forms and enlarge its boundaries in the future, such fields have been opened, such courses have been made possible, by the purification and magnification of the feelings of life, which the great symphonists accomplished."

Let us very often reanimate our courage by reflecting on the nobility of our profession and the end we had in view in becoming religious teachers.—A Sister of O. S. D.

GREETINGS

To Our

CONVENTION GUESTS

The Catholic Educational Association

At Milwaukee June 23-26

THE MILWAUKEE HOTEL ASSOCIATION

HOTEL ABERDEEN	HOTEL MARYLAND
HOTEL BLATZ	HOTEL MEDFORD
HOTEL CARLTON	HOTEL MILLER
HOTEL CHARLOTTE	HOTEL PFISTER
HOTEL COLONIAL	HOTEL RANDOLPH
HOTEL GILPATRICK	HOTEL REPUBLICAN
HOTEL GLOBE	HOTEL ST. CHARLES
HOTEL JUNEAU	HOTEL WISCONSIN
HOTEL MARTIN	PLANKINTON ARCADE

University of Notre Dame SCHOOL OF MUSIC

SUMMER

SESSION

FOR MEN

AND WOMEN

June 25th

to

Aug. 7th

Instructional Staff
of International Repute

Address the REGISTRAR

NOTRE DAME,

INDIANA

The Catholic School Journal

A Magazine of Educational Topics and School Methods.

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$2.00; Canada, \$2.25; Foreign, \$2.50.

REMITTANCE—Remit by express or postal orders, draft or currency to The Catholic School Journal, Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
Member of Catholic Press Association.
445 Milwaukee St. MILWAUKEE, WIS.

June, 1924

Vol. 24, No. 3

EDITORIAL COMMENT.

The Bible and the School.

One hears and reads so much about the need of the Bible in the State Schools, that perhaps this incident may be used as an argument, since the pupils will not become acquainted with the book unless they are given an opportunity in their school days.

The teacher had told her class the story of the creation and in order to impress it further upon their minds, she told them where it could be found in the Bible and asked them to have their mothers read it to them that night.

When the kiddies arrived the next morning for their regular story, the teacher reminded them of the creation story and asked them how many heard it from their mothers' or fathers' lips the night before. Only one-fourth of the class answered in the affirmative, the other youngsters giving as a reason that they had no Bibles at their homes.

Surveys and Tests.

Surveys and questionnaires are so much in evidence in every avenue of human activity, that it is not to be wondered at, that it has invaded the circles of education. A "Better Yet" campaign has been started at the University of Chicago.

Some twenty-five joint committees, each consisting of two or more Faculty members and four or more undergraduates, are studying different suggestions, made in the first instance by

members of the Senior class, as to ways of improving conditions of undergraduate life and work at the University of Chicago.

Perhaps the most important of all these committees is the one which is considering the distribution of students' time. The first task of the committee has been to ascertain the facts as to the ways in which students do actually spend their time. This is being done by use of a very carefully prepared questionnaire which calls for a statement of the time spent by each student in a typical quarter on each of his courses; other studious, literary, or artistic interests; non-athletic activities; athletics; other exercise; class, fraternity, and club interests; religious and social interests; self-support; transportation, etc. Some 2,000 of these questionnaires have been returned and the results are being tabulated as a basis for constructive study. Six committees have already completed their work, and the whole movement promises definite and important results.

Just imagine for a moment how many of the students will be willing to give an accurate account of how they spend their time and how much time they waste. Such an investigation would complete with the investigations now at Washington and would prove about as useful. But the novelty of the survey will aid in drawing attention and prove of interest for a brief time and be a source of laughter and joke for the students and serve to pass the time away.

Latin in the Curriculum.

There seems to be a wide movement to restore the study of Latin to its old and honored place in the courses of High School and College. One pleader for its restoration well says:

"That Latin need not be a 'dead' language, in spite of the fact that for many centuries it has not been exactly a 'living' one, is shown plainly enough by the fact that in the middle ages and for long after it was used habitually and with facility by great numbers of people to whom it was not mother tongue. Though they had no such equipment of dictionaries and grammars as now is possessed—perhaps because of that very lack—nobody who essayed the task seemed to have difficulty in learning to write and speak Latin, and to read and understand it."

Many of the world's best scholars claim that the great fault lies in the modern methods of teaching language. One may also add that the modern pupil lacks in the quality of hard work and wishes to learn without any great effort. As one old retired teacher puts it, "Except under special conditions I would have no language taught in our free public schools except Latin. For one who is well grounded in Latin the acquisition of any one or of all the Romance tongues is an easy matter, barring, of course, the pronunciation. Under present conditions our high school and even our college students learn a little

Latin, as a general thing, perhaps a little French, with now and then a little Italian. A year or two after graduation they can hardly tell one language from another."

This cultured old gentleman says that he recently read Papini's Life of Christ in the original Italian and did not find it very difficult to do so as he knew Latin. He is some-what of a wag and recently wrote this paragraph:

"I never was and never claimed to be an expert in Latin. Still, for some years after graduation from college I corresponded with one of my classmates in that tongue. In my day we had no choice of studies except Hobson's. Such a cast-iron curriculum is not to be commended at the present time, for practical reasons, but for pedagogical reasons it cannot be much improved. The French, after experimenting a long time with new subjects, went back last year to the old regime. They found themselves in the condition of the man who read on a signboard in London: 'Woman's Exchange'. Entering, he said to the only woman he saw: 'Is this the Woman's Exchange?' Receiving an affirmative answer, he turned on his heel, muttering as he went out: 'Then I'll keep my Sal.'"

Educational Hash.

The almost universal complaint on the part of many of our over-worked teachers is over crowding the course of studies with too many extras, etc. One who scrutinizes many of the set courses is apt to agree with the experienced teacher, who sarcastically called our modern systems a sort of mental hash, "For making hash it is said that 'any old thing will do', but for the mental hash we feed our young people 'any new thing will do'. Hash is not a particularly objectionable dish but no one would chose hash as a regular diet. As long as we have found no means for increasing human capacity, it is useless to increase the number of subjects we put into our school and college curricula. The human mind is not an India rubber bag into which you can always cram one more article. It is rather like an old-fashioned Saratoga trunk; it will hold a great deal, but one finds when using it that the time comes when you can put in nothing more unless you take out something that is already in."

"Inflation in Education".

An old time friend, who died recently after a useful life of more than eighty years, most of which were spent in teaching, wrote a paper, which was completed shortly before his sudden death. This paper deprecates too much standardization in education and calls most of modern ways: "Inflation of Education". He claimed that there was too much stress put upon method and not enough on the subject matter.

Here are a few nuggets from his paper: "Education can not be bestowed, but must be acquired by continuous development from within, rather than by accretion from with-

out. Education is not an accumulation of information, though information, facts and knowledge are necessary collaterals. Education is the training and discipline of what we call the mind."

He took issue with many psychologists who denied the existence of "mental discipline". The extreme modernist, he said, rejects the idea of value in doing a thing merely for the sake of doing it, and for the pleasure one may find in proving it can be done. As a by-product, he pointed out, is the theory that all intellectual exercises for the young should be made agreeable and pleasing to them. "We now have no conception," he declared, "of the joy of victory over opposing forces and conditions."

"Devices for smoothing, or, rather, avoiding the rough places on that road which for thousands of years has been assumed to be the same for prince and pauper," the paper contended, "are extremely numerous. 'Make it interesting and easy' is the slogan, and the result is too often a thin veneer of knowledge, base counterfeit of that to which the victim has a right to aspire, though unhappily he knows not the difference."

A Plea for Mercy.

May the writer presume to suggest that as vacation is nigh, that that word may mean for teachers what it means for others, a bit of a rest. It has been remarked that many of our teachers who are members of religious orders, of late years, are required to spend much of the time of July and August in attending Summer Schools and what not, higher courses, etc. Then their annual retreat and by the first September they are really ready for a genuine vacation. Please do not say, "You are intruding into a field where you may bring trouble upon yourself." We are willing to risk the statement that as woman suffrage is now legal, if this question was put to a vote, we would win. Seriously, this is worthy of some consideration and the health of our Sisters is of such importance that a word in time can give no offence, at least ought not.

Note Error in Author of Article.

The author of the article on "The Catholic Summer Institutes and Our Sisterhoods," which appeared in the May issue of this Journal, was the Rev. Francis Bettin, S. J., as was correctly stated in the table of contents. Its attribution, in the caption, to Sister M. Agnes, J. M., was due to the inadvertency of a printer in making up the page for the press.

A "Boy Prodigy".

There has been much comment over the newspaper report that William J. Sidis, the "boy prodigy", who was graduated from Harvard at 16, is now at 26 clerking in New York for \$23 a week. At two he could read and write, and at eight he knew English, German, French, Russian, Latin, and Greek.

No doubt many so-called "child prodigies" fail to achieve any distin-

guished success in after life. We must not forget, however, that William Rainey Harper, the famous Hebrew scholar and first president of the University of Chicago, got his bachelor's degree at 14 and his Ph. D. at 19; that Lord Macaulay was a prodigious reader from the age of three, wrote a universal history at seven, and had composed an immense amount of verse before he was 10; that John Stuart Mill began to read Greek at three and Latin at eight and had read more widely at 13 than the average graduate of an American college at 22.

Is such precocity more of a help or a hindrance to the attainment of success? This would make a good subject for debate.

It Sounds O. K. But Look at It.

The vagaries of English spelling are well illustrated in the following extract: The words sound properly, but the spelling does not correspond to the meaning required.

Know won kneads weight two bee tolled thee weigh too dew sew.

A rite suite little buoy, the sun of a grate kernel, with a rough around his neck, flue up the rode as quick as a dear. After a thyme he stopped at a ble whouse and wrung the belle. His tow hurt hymn and he kneaded wrest. He was two tired to raze his fare, pail face. A feint mown rows from his lips.

The made who herd the bell was about two pair a pere, butt she through it down and ran with awl her mite, for fear her guessed wood knot weight. But when she saw the little won tiers stood in her ayes at the site.

"Ewe poor deer! Why dew yew lye hear? Are you dyeing?"

"Know," he said, "I am feint."

She boar hymn in her arms, and hurried two a rheum where he mite bee quiet, give him bred and meet, held a cent bottle under his knows, untide his neck scarf, rapped him up warm and give him a suite drachm.—St. Nicholas.

Admeasurements of Alertness.

A statement has been made by Arthur Buckley which deserves attention from teachers and others who have been invited to place complete reliance on devices purported to afford ready means of testing the intelligence of pupils with a view to dividing them into groups for the purpose of receiving instruction.

At the outset it must be conceded that such devices are not new. Seventy years or more ago a test of this kind was employed in the establishment for the education of young ladies conducted by the celebrated Miss Emma Willard, justly famous as a pioneer of the movement for the extension of educational facilities to American women. The plan, or one of the plans, used by Miss Willard was to exhibit names, numbers, or objects, in quick succession, to groups whose members were required to fix them in memory and afterward demonstrate in writing or otherwise how many they recalled and how accurately.

(Continued on Page 136)

"MAGNIFICAT"

By Rt. Rev. Msgr. J. H. Schlarmann, Ph. D., J. C. D.

A BOOK OF CONGREGATIONAL DEVOTIONS, MASS-PRAYERS, HYMNS, GENERAL PRAYERS

400 pages Size 3 1/4 x 5. One-half inch thick.

THE "MAGNIFICAT" combines a book of congregational devotions, a book of hymns, and a book of ordinary prayers in one thin handsome volume. The eight inserts of master paintings of religious art and symbols are reproductions of rare typographical excellence.

In addition to the congregational devotions and the hymns, the "Magnificat" embodies also the additional features of a prayer book. A congregational mass, well marked with breathing pauses, will make easy the common recitation of a mass by the school children or congregation.

The second part of the prayer book contains 150 hymns. The organ accompaniments to same is composed by Mr. B. L. Miller, organist of the Cathedral, Belleville, Ill. For many songs, two melodies have been selected, thereby affording a selection to suit individual taste.

Send for Free Sample Copy and Price List, (different bindings.) Buechler Printing Co., Belleville Illinois.

HOTEL WASHINGTON

167 W. Washington St.
CHICAGO



A clean modern and respectable hotel. Rates as low as \$2.00. Conveniently located.

100%—INVESTMENT—100%
A Home-Study course leading to High School Diploma: Bachelor of Pedagogy, or other degree. 12th Year. Catalogue free.
TEACHERS PROFESSIONAL COLLEGE, Washington, D. C.

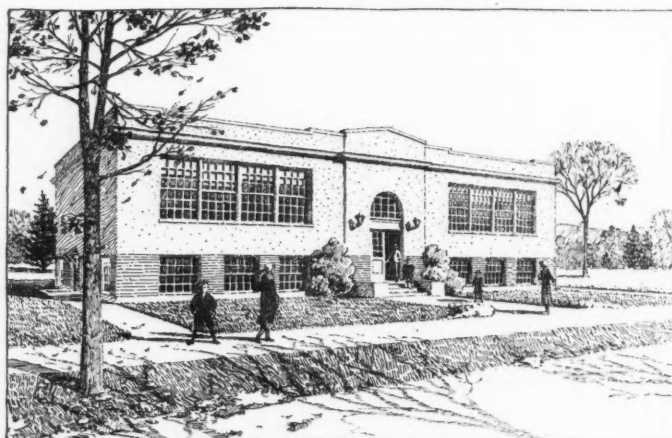
ART SUMMER SESSION
June 30 to Aug. 8
Complete program is offered including Outdoor Sketching, Nude Life, Pictorial Composition, Still Life, Posters, Lettering. Special course for teachers and supervisors. June 30 to Aug. 8. Tuition, \$40. For descriptive booklet address Dept. CC.
LAYTON SCHOOL OF ART
Layton Art Gallery Milwaukee, Wisconsin

ACADEMY OF OUR LADY

Ninety-fifth and Throop Sts., Chicago, Boarding School for Young Ladies, conducted by the School Sisters of Notre Dame. Combining advantages of city and country. Commercial and high school. Courses together with Conservatory of Music and Art Studio. The Rock Island Railroad and various street car lines afford access to the Academy.

TYPEWRITERS

\$3.00 Down, \$5.00 per Month.
Invincible Rebuilt Typewriters. All makes, fully guaranteed. See us before buying. Rental rates, 3 months for \$6.00 up.
AMERICAN WRITING MACHINE CO.
Phone Grand 683 127 Second St.
Milwaukee, Wis.



Exeter Grammar
School, Exeter, N. H.

Architects,
Haynes & Mason,
Fitchburg, N. H.

This fine modern building will be a monument to its
builders for many years,—*But the Natural Slate
Blackboards will outlast the Building itself.*



NATURAL SLATE BLACKBOARD COMPANY

136 Robinson Ave.

PEN ARGYL, PENNA.

THE CATHEDRAL READERS

By REV. JOHN A. O'BRIEN, Ph.D.
Author of "Silent Reading"

A Series emphasizing thought-reading from the very first day of school.

Primer	144 pages.....	\$.56
Book I	175 pages.....	.60
Book II	240 pages.....	.68

Other Cathedral Readers to follow.

CATHEDRAL HISTORY OF THE UNITED STATES

By THE FRANCISCAN SISTERS OF
LA CROSSE, WISCONSIN

Cloth 542 pages \$1.40

This text is intended for the seventh and eighth grades. It covers the history of our country from the discovery of America to the death of President Harding. There are 50 maps (5 in colors) and 150 drawings and illustrations.

SCOTT, FORESMAN AND COMPANY

Catholic School Department

AUGUSTINE W. LYNCH, Manager

623 South Wabash Avenue

CHICAGO

HUMOR OF THE SCHOOL ROOM.

No Room for Competition.

Ambition and success had been the subject of a little class room talk by the teacher, but small Samuel did not seem to be interested. Squirming in his seat, he attracted the teacher's attention and she called him to the desk.

"Aren't you ambitious to success in life, Samuel?" she inquired.

"No, Miss Smith," was Samuel's reply.

"You astonish me, Samuel. All little boys should wish to be successful. Some day you might be the president of the United States and be a great man. Wouldn't you like to be a president?"

"I wouldn't have a chance, Miss Smith."

"What makes you think you would have no chance, Samuel?"

"'Cause so many are trying for it now. Why, Miss Smith, every feller in the class is trying for that job."

He Found Out.

As a boy a distinguished American bishop was bright, witty and irrepressibly mischievous. One day at school his Latin lesson contained the words *tempus fugit*.

"That means time flies," he whispered to his desk-mate.

"I am going to have some fun with Mr. Watkins."

"Mr. Watkins," said he to the teacher, "*tempus fugit* means time flies, doesn't it?"

"Yes," replied the teacher.

"Well, Mr. Watkins, please tell me what kind of flies are time flies, won't you?"

The teacher looked at him sternly for a moment, and then said, "You come here to me, sir, and I'll show you how they bite!"

A Token of Gratitude.

A teacher in an eastern city is of the opinion that, while much is written of the trials of teaching, too little is said of its compensations. In the Youths Companion she gives the following amusing case in instance:

An Italian boy in one of the lower grades made such progress with his studies, especially with English, that his grateful father felt it incumbent on him to call in person at the school building and express his gratification. His speech was not all intelligible, but there was no doubt of his sincerity, for he concluded with this generous offer:

"Missa Teacher, I havva de barb' shop ona de corner. You bringa me your hair ana day an' I giva you de sham-poo. Costa you nota de cent."

All in the Breeding.

When James A. Garfield was president of Hiram College, a man brought up his son to be entered as a student. He wanted the boy to take a course shorter than the regular one.

"My son can never take all those studies," said the father. "He wants to get through more quickly. Can't you arrange it for him?"

"Oh, yes," said Mr. Garfield. "He can take a short course; it all depends on what you want to make of him. When God wants to make an oak, He takes a hundred years, but He takes only two months to make a squash."

Thinking of Breakfast.

In the physiology class the children were naming the different parts of the body. One of them named the liver. "And what comes next to the liver?" asked the teacher. No one seemed inclined to answer.

Max, who is usually dull in physiology, waved his hand frantically. The teacher, pleased at his interest, said beamingly: "Well, Max, what is next to the liver?"

"The bacon, ma'am," replied Max triumphantly.

As Angelo Got It.

Angelo was laboriously learning English. The patient professor tried one day to explain the word "effervescent."

"It has two meanings," said he, "literal and free. In its literal sense it means 'bubbling like gas; rising'; figuratively, it means lightness of spirit. Now, if I were to say that I am in an effervescent mood today, what would I mean?"

Hesitantly Angelo questioned, "That you had gas on the stomach?"

Summer Courses at Marquette

IF you are thinking of taking a few summer courses, remember that an agreeable setting is almost a necessity. It is hard to work when it's hot. Marquette, on Lake Michigan, has the advantage of being almost always cool and breeze-swept.

MARQUETTE University offers courses in the College of Liberal Arts—leading to graduate and undergraduate degrees. Courses in the Department of Education. Special courses in music-teaching methods and public school music. Instruction in athletic coaching by the Marquette Coaching Staff.

The Summer Session begins June 23rd and ends August 2nd. Write to the Secretary for beautiful, illustrated booklet on Marquette and Milwaukee.

MARQUETTE
UNIVERSITY
Milwaukee Wisconsin



Ready now!

THE TEACHER'S YEAR

An Informal Handbook for the Catholic Educator

By CHARLES PHILLIPS

12mo. Cloth. Net, \$1.75

IMAGINE the delight of the teachers when he discovers that at last a book on pedagogy has been written honestly concerned with the very fundamentals of teaching and solving the *really difficult* problems that are sure to occur throughout the year.

The neophyte who steps into "his first school" this coming year as well as those experienced in the joys and trials of the profession will find this volume a source of courage and comfort, inspiration as well as information,—and every page charged with an unforgettable sense of humor.

On Sale at all Catholic Booksellers

PUBLISHED BY

P. J. Kenedy & Sons 44 Barclay Street
New York

THE TEACHING OF RELIGION

(Continued from Page 116)
 belief. The most grotesque and bizarre construction was put upon words, the meaning of which to us appears plain and obvious. Up to the death of the Master His disciples had not grasped the central idea of His teaching; the concept of the Kingdom of God. Even after His resurrection they conceived of it in a material sense. The resurrection they hardly believed on the evidence of their senses. If Christ, thus, seemingly failed in His didactic efforts, the teacher of religion need neither be surprised nor alarmed at the absence of visible success. Neither were the Lord's efforts at moral training attended by any striking success. To the very last the disciples retain their old habits. In spite of their companionship with the Master they remain selfish, proud, ambitious, impulsive, indolent, unspiritual and worldly. Now, surely the human material with which the Savior was dealing was no worse than that which we have to handle in our classes of religious instruction. Hence, the teacher of religion should take heart. The disciple is not above the Master. He must be satisfied to share the Master's seeming failures; he will then also ultimately participate in his triumphs.

EDITORIAL COMMENT.

(Continued from Page 133)
 ly they had observed them. By this and similar means group intelligence sometimes is measured today—or attempted to be measured. The principle is involved in many different much vaunted tests. Now and then it has happened that individuals of a skeptical turn have cast doubts upon the validity of the ratings following the application of tests of this kind.

When newspapers gave publicity to the assertion that public school authorities at Chicago, subjected to a test of this kind, had been found to possess intellects developed only to the extent of that of the average 13-year-old boy, the skeptics generally refrained from "registering" righteous indignation, but actually broke into smiles. Either the "intelligence test" of these educational leaders was loosely conducted, and therefore negligible, they averred, or there was something gravely defective in the test. Now comes Mr. Buckley with what is tantamount to corroboration of this view.

Perhaps there are readers who have no knowledge concerning Mr. Buckley. Let it be stated for their benefit that he is an official of the Society of American Magicians, the magicians being professional practitioners of the art known as sleight-of-hand. The remark made by Mr. Buckley which has a bearing on the reliability of current intelligence-testing methods was not addressed to teachers and not applied by its author to the use to which it is directed in this present disquisition. What he said was that "a magician would find it easier to fool Einstein than to deceive Einstein's eight-year-old son." Nor was his declaration challenged by those to whom it was addressed. It is com-

mon knowledge in the show business that a stage wizard is most nervous when doing his tricks before an audience of children. The adults as a rule are easily mystified; but often it happens that the shrill voice of a grammarless youngster pipes up, "I seen how he done it!" Of that shrill voice, and of the keen eyes of its owner, magicians as a class have learned to beware. They know from experience that children are more alert than their elders.

The reason why youths often surpass maturer folk in alertness is that for the young pretty much everything in the world possesses the charm of novelty. They pay closer attention to casual happenings because they feel greater interest in them. Where older people fear to be bored, younger ones expect to be surprised. The elders decline to make the effort at concentration necessary to grasp all that is going on unless they consider the occasion worthy of their powers; whereas youth bends its energies to the comprehension of whatever is presented. Youth therefore often observes what age overlooks—and achieves the feat by reason not of superior intelligence, but of greater alertness. So-called intelligence tests of the type referred to are not intelligence tests at all, but devices for the comparative admeasurement of alertness.

Everyone who has given thought to the subject is aware of the existence in the circle of his acquaintance of people of high intelligence who do not release their attention to the contemplation of everything that happens to be going on—who indeed often appear to be busied about one thing while really thinking about another. It is not the people of least intelligence who are most "absent-minded," but, as Artemus Ward would have put it, "on the contrary, quite the reverse." Induce the individual noted for "absent-mindedness" to rally his faculties for the solution of a problem which he considers worth while, and it is far from certain that his intellection will be equalled by individuals who can boast that they never forgot an umbrella.

What a mistake it would be to proclaim the champion checker-player the greatest man in the community! There are specialists competent to make correctly all the calculations suggested by a transit of Venus, but sure to be worsted by their neighbors if they play checkers or take a hand at cards. This is not because they could not have dazzled the world at cards or checkers if they had made it their business. It is because they have for so long devoted their minds to what they regard as "the things that are most excellent" that they no longer retain facility in bestowing close attention upon everything that is before them.

After all has been said, however, it does not follow that there is no practical use for the so-called "intelligence tests." Surely it is futile to regard deductions from their application as unerring when there is great disparity in the ages and occupations of the people to whom they are applied. Yet it may be convenient to have a quick way of separating the more alert from the more inattentive in a group of individuals of the same age, and this desideratum the "intelligence test" of the type referred to seems to supply.

THE STOUT INSTITUTE

Nine Weeks Summer Session
 June 23 - August 22, 1924

Regular Session Thirty-six Weeks
 —September 8, 1924-May 29, 1925.
 Full credit on summer courses, semester basis, for diplomas and degrees.

Excellent summer recreation opportunities.

The following groups of courses are offered:

Vocational and Part-Time Education—
 12 professional courses
 35 shop courses
 Industrial Arts—35 courses
 Household Arts—25 courses
 Sciences and Academic Subjects—22 courses
 Athletic Coaching—5 courses

Catalog giving outlines of courses, schedule of classes for summer session, and full information as to qualifications for entrance, requirements for graduation, and expenses for summer session or academic year, will be sent to anyone on application to—

THE PRESIDENT
 THE STOUT INSTITUTE

Menomonie,

Wisconsin

A MANUAL OF
ENGLISH PHONETICS

For Teachers of Reading
 in the Primary Grades

A plan of work, not dependent on the method of any one series of reading-books, but which has been helpful to thousands of children, is here presented

By FRANK E. PARLIN
 Superintendent of the Schools of Chelsea,
 Massachusetts

Highly effective with foreign-born pupils

Price, 80 cents

LITTLE, BROWN & CO.

34 Beacon St., Boston
 221 E. 20th St., Chicago

(Just Issued)

Curious Chapters in
American History

Twenty-six chapters dealing with mooted questions on American history. Tense, entertaining and instructive

For Supplementary Reading in
 Catholic Schools and Colleges

By Humphrey J. Desmond, LL. D.

Price \$1.50 net

Desmond Publishing Co.
 445 Milwaukee St., Milwaukee

BRIEF NEWS NOTES.

On May, 10, St. Elizabeth's College, at Convent Station, N. J., celebrated its silver jubilee, the 25th anniversary of its founding. This was the first Catholic College established for women in the United States, and the first woman's college in New Jersey.

Work on the construction of the fourth unit of the De Paul Institute Pittsburgh has been begun. It will cost about \$125,000, making a total in the group of over \$800,000 within ten years. The De Paul Institute is the largest and finest private school for the deaf in the world and is in charge of the Sisters of Charity.

The Academy of the Visitation, at Georgetown, Washington, D. C., first school in the United States for the higher education of Catholic girls, celebrated its 125th anniversary May 29, with impressive ceremonies.

The diamond jubilee of the Sisters of Notre Dame as teachers in St. Mary's School, Buffalo, was solemnly commemorated on May 18.

The special commission of the Congregation of the Council, formed several months ago by the Pope for the purpose of preparing a universal plan for the study of the catechism, has made considerable progress in its work. The outline for that part of the book, dealing with the "Creed," the "Commandments" and the "Precepts of the Church," has been completed; and work has been started on the outline of the chapters dealing with the Sacraments. Early in July it is expected, the first outline for the entire catechism will be compiled.

Mother Mary Katherine Drexel, Superior General of the Sisters of the Blessed Sacrament for Indians and Colored People, will have her income, derived from the great Drexel estate of Philadelphia, exempted from taxation by the recent tax measure passed in Congress. Every year, when her share of the income of the great estate has come in, Mother Katherine has donated it entirely to the work has donated it to the work of charity to which she has dedicated her life.

The proposed amendment to the Michigan Constitution which would compel the attendance of all children in the public schools, will be voted upon by the voters of that State in November, under ruling handed down by the Michigan Supreme Court.

J. R. Mulligan of Wilmington, Del., a graduate of the Catholic University of America with the class of 1923, has been awarded the Vail Medal for noteworthy public service. The award is accompanied by a citation for conspicuous proficiency in first aid work.

Elizabeth Borgert, a pupil of Holy Rosary School, Dayton, O., has been awarded the first prize, ten dollars, for the best essay on the subject, "What I Do in My Home", in a contest conducted by a city daily paper.

The new Orleans "Daily States," held a contest open to all Colored grammar schools. Three of the seven Colored Catholic schools participated. In all, 149 prizes were awarded; of these 122 went to the children of the three Colored Catholic schools. The children of these three schools are taught by the Sisters of the Blessed Sacrament. The Holy Redeemer school entered the contest. 62 children took part, and 31 received prizes.

A remarkable tribute to the work of the Sisters was paid by Cardinal Mundelein in a recent address at a Mass celebrated by the Rt. Rev. Bishop Hoban, and attended by several thousand members of the religious orders at Holy Name Cathedral, Chicago.

Manhattan College, New York City, was solemnly dedicated on May 15, by one of her two most eminent sons—Cardinal Hayes. Manhattan rejoices in the fact that three of her alumni are Archbishops, and two of them, Cardinal Hayes and Cardinal Mundelein, are members of the Sacred College. The third Archbishop is the Most Rev. Austin Dowling, Archbishop of St. Paul, Minn. The dedicatory ceremonies were attended by a gathering of over 2,000 persons, including many distinguished educators, clergymen, officials of city and State, and prominent alumni of the college.

The language Element in Education is the topic chosen for discussion at the Sixth Annual Meeting of the Franciscan Educational Conference to be held at Mount Calvary, Wis., June 27-28. The meeting is to be held under the auspices of the Provincial Superiors, and a special effort is being made to induce the attendance of language teachers from the various provinces of the Franciscans.

In Fremont, O., a rebuilding program left the public high school without gymnasium basketball facilities. St. Joseph's High School came to the rescue by extending the free use of its gymnasium. The school board has asked leave to pay for light and heat.

Spencerian



School Pens

THE HARD USE given pens in schoolroom work proves Spencerian Steel Pens are best every time. They outwear any two ordinary pens. For over half a century Spencerian Steel Pens have been the standard among the better schools.

A sample card of one dozen assorted pens for a dime. Please mention this publication.

Spencerian Pen Company
349 Broadway New York

No. 1—College, fine point; double elastic.
No. 2—Counting House, excellent for bookkeeping.
No. 5—School, fine point; semi-elastic.
No. 47—Intermediate, medium point; stiff action.

W. KUNDMAN BINDERY

Special attention to the binding of books for the Clergy and Institutions.

Out-of-town work consigned by Parcel Post or Express, given careful attention. References: St. Francis Seminary, Pio Nono College, Marquette University and this Journal.

New Address: 3rd Floor, Terminal Bldg. Phone Broadway 4706 Milwaukee, Wis.

GREETINGS

to the visiting delegates
of the

Catholic Educational Assn.
at the Milwaukee Convention

We cordially invite you
to visit our store

ARCHIE TEGTMEYER
Grand Ave. at 4th Street

THE LINE COMPLETE

Teachers' Desks and Chairs
Office Desks and Chairs
Kindergarten Tables and Chairs
Primary and Sand Tables
Office and Typewriter Tables
Tablet Arm Chairs
Movable Chair Desks
Dictionary Holders
Book Cases and Etc.

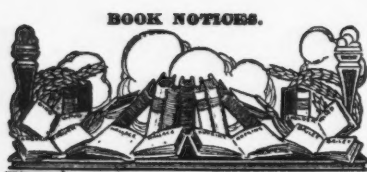
For Sale by the leading

SCHOOL SUPPLY DISTRIBUTORS

Manufactured by

W. O. JONES CO., Inc.,
4468 Louisville Ave.,
LOUISVILLE, KENTUCKY





Essentials of Physiology, Hygiene and Sanitation. By John W. Trask, M. D., Surgeon, United States Public Health Service, in collaboration with Belva Cuzzort, A. M. Cloth, 232 pages. Price, D. C. Heath & Co., Boston.

The object of the books in this series is to create in the child the desire to be healthy and to supply him with the knowledge of the laws of health essential to the gratification of this desire. The present volume is for pupils above the age of eleven. It presents essential facts of hygiene and sanitation in language easy to grasp. The first eight chapters deal with such anatomy and physiology of the human body as it is believed the boy and girl should know, and the teacher is expected to illustrate these chapters by class work for which the text provides a guide.

Elementary Algebra: First Course.

By Elmer A. Lyman, Professor of Mathematics in Michigan State Normal College, Ypsilanti, and Albertus Darnell, Assistant Dean and Head of Department of Mathematics, College of the City of Detroit. Cloth, 336 pages. Price, \$1.24 net. American Book Company, New York.

Designed to meet the requirements of a first-year course under modern conditions of study, this book has been made as simple as is compatible with its subject, while the correlation of the latter with arithmetic has been kept well in view, and interest imparted by the use of problems relating to every-day life. Thus, the student becomes convinced of the practical value of what he is called upon to learn, and is induced to expend effort in mastering principles and noting their application in the solution of problems dealing with geometry, physics, engineering, agriculture and matters in general. The formula and the graph are among things upon which stress is laid in this book, and there is a chapter on numerical trigonometry.

Mary Elizabeth Towneley (In Religion Sister Marie des Saints Agnes), Provincial of the English Province of the Sisters of Notre Dame of Namur. A Memoir. With a Preface by His Lordship the Bishop of Southwark. Cloth, 386 pages. Price, \$6.25 net. Benziger Brothers, New York.

This sumptuous book is a vivid record of a noble personality. In his brief preface, the Bishop of Southwark says, "It is true in all cases, and most true in the case of a religious, that virtues should be practiced and good works done in secret, and, as far as possible, known only to

that 'Father who seeth in secret'; but after death it is well that these virtues and good works should be made known, and so shine before men that they may glorify the Father who is in Heaven." No one can peruse the biography of the late Sister Provincial without gaining glimpses of moral and spiritual struggles and achievements likely to serve as inspirations toward the keeping of life on a high plane. The numerous artistic illustrations add to the interest of the book.

Elementary Sociology. A Constructive Text-book for High Schools and Junior Colleges. By Ross L. Finney, Ph. D., Assistant Professor of Educational Sociology, University of Minnesota. Cloth, 234 pages. Price, Benj. H. Sanborn & Co., New York.

Of a large number of books on the subject of sociology the criticism may be made that they overstress the abnormal and exercise a morbid effect upon the minds of the young.

Some of them, moreover, have the appearance of propagandist literature in the interest of materialism. The author of the present volume undertakes a study of the usual rather than the unusual. His aim, apparently, is not to develop revolutionary theorists, but to explain the fundamental social institutions. He avows the wholesome conviction that "functioning normally in the fundamental relations of life is the most important social service that the typical citizen can render," and "if all citizens could be depended upon to do that our social problems would pretty much take care of themselves." In another aspect, the book is in some sort an elementary treatise on ethics, intended to direct the student to the consideration of the most worth-while activities and satisfying interests of life. It does not arrogate for sociology authority superior to religion, but frankly admits that "religion transcends explanation," is "something to be experienced, not understood," and "one of the most vital factors in social progress."

Students' Handbook. Term Plan in English. Seventh Year. First Term. By Stella Stewart Center, A. M., Head of the Department of English, Walton Junior-Senior High School, New York City. Stiff paper covers, reinforced back; 64 pages. Price, Boni and Liveright, New York.

To convey an idea of what this book contains the best plan, perhaps, will be to copy the Table of Contents, which is as follows: The English Course, seventh year; A Program of Work, twenty weeks; A List of Poems, recommended for reading in the seventh year; Selections, recommended for memorizing; A List of Books: home reading; Topics for Compositions; The Calendar, patriotic anniversaries. In short, it will be seen that the book is a confidential chat with the ambitious pupil who wants to make the most of his opportunities at school. It tells him

what he is expected to do and how he may do it best. It also supplies him with good suggestions for co-operating with his instructors in the work of carrying on his own education.

A Book of Letters for Young People.

By Stella Stewart Center, A. M., Chairman of the Department of English, Walton Junior-Senior High School, New York City, Instructor in Secretarial Correspondence, Columbia University; and Lilian Margaret Saul. Cloth, 219 pages. Price, 85 cents net. The Century Company, New York.

This is not only a text-book on correspondence. It is also in a way an introduction to literature and to famous men and women of Europe and America whose letters have been drawn upon to serve as examples in the art of letter-writing. Many into whose hands the volume falls will read it for sheer delight, regardless of the educational function it is primarily intended to perform. The chapters on "Letters and Letter-Writing" and "The Art of Letter-Writing", which precede and follow the body of the text are packed with practical suggestion and also fragrant with literary allusions.

Manual of Directions for the Learn to Study Readers, Book Two.

By Ernest Horn, Professor of Education and Director of the Elementary School, State University of Iowa, and Maude McBroom, Supervisor of the Elementary School, College of Education, State University of Iowa. Also bound in the same cover:

The Learn to Study Readers, Book Two. By Ernest Horn and Maude McBroom. Cloth, 65 and 212 pages. Price, Ginn and Company, Boston.

The authors give notice that this is not an oral reader, and not a literary reader; that its object is to provide the first steps in teaching pupils how to study as is done with books, four classes of ability are required—those which have to do with gathering collateral information (as in the use of the dictionary and general works of reference, etc.); those involved in the accurate comprehension of what is read; those concerned in organizing the data obtained according to the purpose for which one is reading; and those needed for remembering what one has read. Exercises for the development of all these abilities were included in Book One of the series, especial emphasis being laid upon the development of accurate comprehension. While the primary importance of comprehension is not overlooked in Book Two, this member of the series places considerable stress upon the development of abilities of the other classes enumerated above. It presents selections informational in character, with chapters interspersed on such subjects as "How to Use the Table of Contents", "Learning to Give the Subject of a Paragraph", "Choosing Words", "How to Remember". The plan of the book is prac-

tical, and the manner in which it is carried out is worthy of commendation.

Junior Laurel Songs. Special Edition. By M. Teresa Armitage. Boards, 156 pages. Price, C. C. Birchard & Company, Boston.

This is an ideal collection of popular songs adapted to the unchanged voices of school children in the younger grades. Unerring judgment as to what will arouse juvenile enthusiasm and direct juvenile interest into wholesome channels have been exercised in making selections and adapting them to the purpose to which they are here applied. There are songs of altruism, freedom, comradeship, goodness, brotherhood and peace, the compiler's aim having been to gather a body of songs "expressing the people in music". It is a book for homes as well as for schools. In addition to embodying and illustrating practically all the essentials of musical technique for study in the lower grades, the book contains numerous lullabies and songs in legato movement, of special value in the development of breath-control, sustained phrasing, and moods conducive to perfect tone quality.

Girlhood's Highest Ideal. Helpful Chapters to Catholic Girls at the Parting of the Ways. By Winfrid Herbst, S. D. S. Stiff paper covers, 89 pages. Price, Society of the Divine Savior, St. Nazianz, Wisconsin.

The object of this little book is to draw the attention of Catholic girls to the beauties of the religious life. There are those who have felt within themselves the germ of a vocation and who might be able to discover from the perusal of these pages whether it was a fleeting impulse or a summons not to be disregarded. "I have found," writes the author, "that the idea of what is really meant by the religious life is extremely vague in the minds of the majority of our people." In "Girlhood's Highest Ideal" he has endeavored to picture the religious life so clearly that what it is may be definitely understood.

The Mastery of Life. By Councillor. Cloth, 534 pages. Price, \$3.50 net; leather, \$5 net. The Continental Book Company, New York.

"After our concern for salvation and the security of our soul, the great impelling urge in our life is to self-fulfillment and self-realization." This opening sentence of the Foreword of the substantial and handsomely printed volume under review is indicative of the fact that it is not conceived in a materialistic spirit. In fact, it is well described as a book of high moral purpose and distinguished scholarship, of especial value to young men and women concerned with the problems of education and character formation. From cover to cover it is filled with practical advice on the intelligent direction of life. It would make a superb gift for a son or a daughter, a nephew or a niece.

CORRECT SEATING

The National Line—with the famous supporting arm

Nothing is lost—everything is gained when the Moeser Arm is applied to any type of desk. Here are the advantages:

- 1—Available working surface is greatly increased.
- 2—Pupil has full support for back while writing.
- 3—Arm is supported while writing (better penmanship, less fatigue and less strain).
- 4—Encourages correct posture, eliminating eye strain and twisting of spine.



Seat and back shaped after best practice in school seating.

Elgin Adjustable Pedestal Desk

Pleasing lines and proportions. Large contact with floor gives increased stability. Universal adjustment—adjustments easily and quickly made; no "play" in joint when locked.

Elgin Pedestal may be had with regular top or with study top—either with or without Moeser Arm.

Will take any type book box and seat.

Patent Applied For.



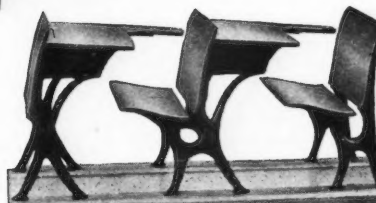
The A-O—Patented August 2, 1921

A - O Desk Chair

Embodies strength, beauty, simplicity. Contains in compact and convenient form all the essential features ever included in any high-grade school desk. Made in any desired size and in several styles.

No. 101 Desk with Moeser Arm

Comfortable; rigid. Will last a life-time.



Moeser Type—Patent Applied For.

The "National" line of school furniture is all made in one great factory. It is the most complete line manufactured, and includes everything in up-to-date school furniture. Write for complete catalog.

Visit our exhibit at Milwaukee Convention, June 23-26

THE NATIONAL SCHOOL EQUIPMENT COMPANY

of Port Washington

Port Washington, Wisconsin

Child-Library Readers. Primer. By William H. Elson, Author of the Elson Readers, and Laura E. Runkel, Principal Pattison School, Superior, Wisconsin. Illustrated by L. Kate Deal. Cloth, 144 pages. Price, 56 cents net. Scott, Foresman and Company, Chicago.

Child-Library Readers. Book V. By William H. Elson and Mary H. Burris, Supervisor of English, Racine, Wisconsin. Cloth, 416 pages. Price, 84 cents net. Scott, Foresman and Company, Chicago.

Child-Library Readers. Book VI. By William H. Elson and Mary H. Burris. Cloth, 448 pages. Price, 84 cents. Scott, Foresman and Company, Chicago.

Child-Library Readers. Book VII. By William H. Elson and Mary H. Burris. Cloth, 512 pages. Price, 96 cents. Scott, Foresman and Company, Chicago.

These books, belonging to the Elson Extension Series, are in no respect repetitions of any of the material in the popular series known as the Elson Readers. Their purpose is to supplement the Cathedral and Elson Readers, and after careful examination of their contents it will be conceded that they are admirably suited to that end. One noticeable feature is the emphasis they place upon the modern writer. Of set purpose selections have been drawn from the pages of contemporary authors rather than from the classics. This imparts a freshness to these books which will possess a charm for juvenile students. On account of the unhackneyed character of their contents the Child-Library Readers undoubtedly will be chosen for supplementary reading not only in schools supplied with the Cathedral and Elson Readers but also in many others. Progress in silent reading will be rapid where they are available, and pupils who use them will become trained in reading-habits that will especially qualify them for quickly gaining the main thoughts from diverse subject-matters—the ability which makes for intelligent perusal of the newspaper article, the magazine and the book. The compilers have gleaned with constant reference to social and ethical values. Here is a body of literature rich in ideals of the good citizen, of home and country, of loyalty and service, of co-operation, of conservatism and of thrift. There also is poetry and prose inspired by modern estimates of the charm of the outdoors.

Euripides. The Medea. Partly in the Original and Partly in Translation. With Notes and an Introduction. By F. L. Lucas, B. A., Fellow of King's College, Cambridge. Cloth, 96 pages. Price, \$1.20 net. Oxford University Press, American Branch, New York.

In his preface, the author observes that experience as an examiner in the middle forms has taught him that pupils of the grade for whom his work is designed are much better at Englishing what an author says than in appreciating what he is talking

about. For this reason he has tried to give full information on points connected with the subject-matter rather than elaborate aids to construing. He indicates that he does not seek to present translated passages from Greek poetry in which poetry is completely subordinated to pedantry, and also that it would gratify his ambition as a translator if what he offers should lead his readers to cast away translations and take to the original Greek. Goethe, writing of Euripides, asked, "Have all the nations of the world since his time produced one dramatist who was worthy to hand him his slippers?" The author sets this quotation at the head of his Introduction, which he concludes with these words: "With all its enforced simplicity the Greek theater had this great advantage over the modern, that the audience had to rely on their own imagination instead of having it debauched by Drury Lane effects; and they could give their minds to listening to the poet without being deafened, dazzled and distracted by the vulgarities of our popular stage, imitation sandstorms, or processions of supers and white elephants." There is indeed a gulf between the drama of Euripides and the modern theater, or the modern motion-picture show. Here is a textbook which will serve to demonstrate this fact to representatives of the coming age.

Introductory Physics. By Lothrop D. Higgins, State Normal School, Danbury, Connecticut. Cloth, 440 pages. Price, \$1.48 net. Ginn & Company, Boston.

The use of this book does not require laboratory work or mathematical problems. Intended for beginners, it assumes that they have become interested in physical phenomena, and aims to increase their knowledge, especially of things in their own experience, stimulating a proper curiosity that shall last through life. The book is intended to foster right habits of thinking. It is liberally illustrated, and will be certain to enlist the attention of youths who are ambitious to hold their own in a world which yields comforts to man in the proportion in which he succeeds in discovering and utilizing natural laws.

Essentials of Economics. By Fred Rogers Fairchild, Ph. D., Professor of Political Economy, Yale University. Cloth, 543 pages. Price, American Book Company, New York.

This text, intended for use in American high schools, is scientific in treatment, clear and precise in language, and confined to fundamentals upon which writers of authority are in substantial agreement. The absence of attempt at propaganda will be regarded by many as a distinct merit. The discussion of controverted matters should come after what may be termed the certainties have been fixed in the students' minds, and is wisely left unattempted in a treatise avowedly elementary. In the development of principles continual reference

HOTEL WISCONSIN

MILWAUKEE

Headquarters

For the

Catholic Educational
Ass'n Convention

JUNE 23-24-25-26



PLAYS Speakers, Dialogues and Entertainments. Address Dept. F. Catalogue free. Ames Pub. Co., Clyde, Ohio.

Historical Costumes

We make a specialty of furnishing schools with costumes and accessories suitable for historical and modern plays. Write for estimates.

New York Costume Co.,
Dept. O
137 N. Wabash Avenue,
Chicago, Illinois



is made to facts of everyday life upon which they are based, with the object not only of illuminating the subject at the moment but of stimulating the student to make his own applications of economic principles to everyday facts.

Drill Exercises and Problems in Arithmetic. By John F. Gannon, Superintendent of Schools, Pittsfield, Mass., and Joseph Jackson, Former Principal of the High School of Commerce, Worcester, Mass. Book One. Cloth, 162 pages. Price, D. C. Heath & Co., Boston.

Drill Exercises in Arithmetic. By John F. Gannon and Joseph Jackson. Book Two. Cloth, 196 pages. Price, D. C. Heath & Co., Boston.

These are not books of rules, but books of problems, presented with the suggestion that they may be used with or without a basal text, and in either way will be appreciated by pupils as well as by teachers. Given without any intimation regarding the methods to be employed in their solution, the problems will test the ingenuity and scholarship of young mathematicians and tend to keep them alert in their work.

The Story of Berta and Beth as Told by Mary. With Drawings by Wilhelm. By Clementia, Author of the Berta and Beth Books, the Mary Selwin Books, etc. Cloth, 158 pages. Price, \$1 net. Matre & Company, Chicago.

Among Catholic parents familiar with the other Beth books all that will be needed to ensure interest in this addition to the category is to announce its arrival. In behalf of the portion of the general public who have yet to make acquaintance with these charming volumes, let it be said that they are original and wholly delightful, with an interest which attracts not only the young folks but is wholesomely fascinating to older people as well. The lovable little characters described in the stories are distinctly individualized, so that all who have read of them would recognize and be friendly if fated to come face to face with them in real life. The Story of Berta and Beth is complete in itself. Children, and all who love children, are recommended to form acquaintance with Beth and Berta at the earliest opportunity.

The Language Garden. A Primary Language Book. By Inez M. Howard, Alice Hawthorne and Mae Howard, Classroom Teachers in the Tacoma Public Schools. Illustrated by Maud and Miska Pertersham. Cloth, 178 pages. Price, The Macmillan Company, New York.

The aim of this book is to influence children to talk as spontaneously in the school room as on the playground, and also to create in them a desire to know and use good English. A figurative idea runs through the book. The lessons are attractive presentations of ingenious conceptions, and there are numerous clever illustrations in colors.

Supplies and Equipment

DO YOU TEACH SCIENCE?



Agriculture - Biology - Chemistry - General Science - Physics
If so, it will pay you to consider the advantages of our goods and service. Our GOODS give the utmost satisfaction in science work and are the most economical to use because of their low cost. Our SERVICE is very prompt because of our large manufacturing and shipping facilities. Our complete line of apparatus, instruments, appliances, chemicals, materials and supplies for teachers' lecture table work and students' laboratory work in all sciences is listed in our large illustrated general catalog No. 29S. If you teach any of the above sciences send for this 242-page catalog today. Every page will interest you.

CHICAGO APPARATUS COMPANY

701-707 W. Washington Blvd.

Chicago, Ill.



Make Picture-Study Fascinating

Children can not get the thrill or appreciate the charm of studying prints without color. Paintings of Great Artists were never intended to be translated in black and white. Our new miniature reproductions in color for picture-study, will make your picture-study work fascinating.

Write for prospectus or accept our introductory offer and enclose \$1.00 for one hundred color miniatures. Beautiful Reproductions of the World's Most Famous Paintings, Retail Value \$2.00. Graded from the 1st through the 9th appreciate the charm in studying prints grades. Also Publishers of the Emery Prints, large reproductions for Wall Decoration. Illustrated Catalogue 10 cents.

100 Beautiful Color Miniatures for \$1.00 or Write for Free Prospectus.

BROWN-ROBERTSON CO., Inc.
415 Madison Ave. New York, N. Y.
Gallery 8.

The O'Connor Cigar

JOSEPH O'CONNOR

735 Jefferson St. Milwaukee, Wis.
Broadway 4774

Box Trade by Parcel Post Special Attention.

BIOLOGY TEACHERS

Send for our price lists of
Dissection material and instruments,
Microscopes, Slides, Chemicals,
Apparatus, Life Histories

Fall term orders should be in soon

BIOLOGICAL SUPPLY COMPANY

1176 Mount Hope Ave.
Rochester, N. Y.

GAIN FLESH AND STRENGTH IN SUMMER

Best Time of Year to Build up
Run Down Systems

USE FATHER JOHN'S MEDICINE

The best chance for those who are weak and run down to build up the system and gain flesh and strength is during the summer time. The best tonic and body builder for such conditions is Father John's Medicine, because of its pure and wholesome, nourishing food elements and because of its freedom from alcohol or dangerous, weakening stimulants. Remember that Father John's Medicine has a history of more than 69 years of success as a tonic and body builder, giving flesh and strength to those who are weak and run down.

Your druggist can get Father John's Medicine for you or you can order it direct from Father John's Medicine Company, Lowell, Mass.



The Draper Sanitary Roller Shade



Patented

The Draper Line of Adjustable Cotton Duck Shades
Meets School Requirements

Manufactured by

The Luther O. Draper Shade Co.
Spiceland, Ind.

Directory of Supplies and Equipment

ELLIS BOOKKEEPING

For first, second, third or fourth semester. A unit for every course. Special sets in household bookkeeping, farm bookkeeping, thrift training and banking.

Send for Price List and Samples

ELLIS PUBLISHING COMPANY

Educational Publishers.

BATTLE CREEK,

MICHIGAN

A PRACTICAL INKWELL FOR SCHOOL DESKS

Here is an inkwell that the pupil will not tinker with, it is noiseless, it is dustproof, and it is easily put on a standard school desk.

Write today for a **Free Sample** and prices of the two sizes, Junior and Senior. Any school supply jobber can supply you or we will ship direct.

U. S. INKWELL COMPANY

410 S. W. 9th St.

Des Moines, Iowa



HOCHMUTH MUSIC HOUSE

Largest stock of Violins of all grades also rare old Violins.

Band and Orchestra Instruments. Packard and Bond Pianos.

347 Third St.

Milwaukee, Wis.

Established 31 years.

PLAYS PLAYS

We have the newest and most attractive, as well as the largest assortment of plays in the world. Send four cents for our new list.

SAMUEL FRENCH

Oldest play publishers in the world

28-30 West 38th St., New York City



Whee! I passed Both

the teacher and the pupils wear glad smiles when exams are over if

Warp's Review Books

are used in preparation. They contain every 8th grade examination question issued in Nebraska since 1910 with answers in simple language. Save preparing test questions. Outline review work. Cover entire fourteen subjects required for 8th grade diploma.

Try Them At Our Risk

We are so sure that you will be delighted with these books that we will let you have them on trial. Simply check the books you want. Enclose 40c each for single copies. 35c each for 4 or more. 30c each for 25 or more. If you are not absolutely satisfied we will cheerfully return the money to you. Have pupils club together and get the lower price.

- Arithmetic...40c
- Agriculture...40c
- Civics...40c
- Geography...40c
- Grammar...40c
- History...40c
- Orthography...40c
- Physiology...40c
- Reading...40c
- Writing, Drawing and Bookkeeping...40c

WARP PUBLISHING CO.
MINDEN, NEBR.

Supplementary Booklets

Revised Edition

WILL save the time you now spend in gathering and copying supplementary material.

Arithmetic booklets all grades from 2nd to 8th inclusive, with answers. Language booklets 5th and 6th grades. 96 page Grammar exercise booklet.

Send for sample of booklets for your grade, or

Complete Set \$1.00

THE BRITTON PRINTING CO.

Publishers

812 Huron Road Cleveland, Ohio

Wade's "ENGLISH FOR PARISH SCHOOLS."

This series of text-books for use in the Parochial Schools, aims to supply a real need by correlating the teaching of English with religious instruction.

Separate { For Third Grades } By mail, 25c Books { For Fourth Grades } per copy each.

FRANKLIN PUBLISHING & SUPPLY CO.

1931 Cherry St.

Philadelphia, Pa.

Who Wants 90 Characters



Many people need a typewriter with extra characters. The new "XO" CORONA is invaluable to technical, professional and foreign speaking people. Come and see.

Office Specialties Sales Co.

442 E. Water St.

Milwaukee, Wis.

The TEACHERS EXCHANGE

of BOSTON 120 BOYLSTON ST.

Recommends Teachers Discriminatingly

Any Translation

We can supply Literal (75c. each), Interlinear (\$2.00 each), Parallel Text (\$1.50 each), and Fully Parsed Translations (\$2.00 each) of Caesar's Gallic War, Cicero's Orations, Virgil's Aeneid, also Translations of other Ancient and Modern Classics. We can also supply any Dictionary published, including the well known Students' French, German, Italian and Spanish two-part Dictionaries, at \$1.25; Noble's Large Type Spanish-English, English-Spanish Dictionary, at \$4.00 postpaid. Cash with order. TRANSLATION PUB'G CO., 76 FIFTH AVE., N. Y. CITY

DIPLOMAS

ONE OR A THOUSAND

Tell us how many you require and samples with the cost for furnishing them will be sent.

NAMES

engrossed in an attractive style.

AMES-ROLLINSON

206 Broadway, N. Y.

MONARCH METAL WEATHER STRIPS

for Windows and Doors—Save fuel, installed by expert mechanics. Estimates cheerfully furnished. Agent for the State of Wisconsin.

Edward T. Ver Halen, Inc.

612 Milwaukee St.

Phone Brd. 836

Milwaukee

MAGAZINES

Illustrated Needlework; Needlecraft; American Needlewoman; each is 50 cents for 12 months. Every Child's Magazine, \$1.50 a year; trial copy for 8 cents stamps.

Nature Magazine; new, fascinating; teachers, pupils, ministers, all folks love Nature Magazine; \$2.00 a year.

Ask me for a free Magazine Catalogue.

Address: JAMES SENIOR, Lamar, Missouri

Directory of Supplies and Equipment

Palmer Method Penmanship Schools

SUMMER SESSION: JUNE-JULY 1924

NEW YORK, N. Y. CEDAR RAPIDS, IOWA BOULDER, COLO.
Expert Faculty Complete Curriculum Delightful Locations

Supervisors and Teachers of Handwriting will find excellent facilities for summer study at these three schools. Thorough training given in the Technique and Pedagogy of Practical Handwriting leading to a Palmer Method Teachers' Certificate.

For announcements and further information address

THE A. N. PALMER COMPANY

55 Fifth Ave., 2128 Calumet Ave., Portland, Ore. Palmer Bldg.,
New York, N. Y. Chicago, Ill. Pittcock Bldg. Cedar Rapids, Ia.

Repairing Promptly Attended To
William G. Williams
Contractor and Builder

STORM SASH, WEATHER STRIPS
& WINDOW SCREENS A SPECIALTY

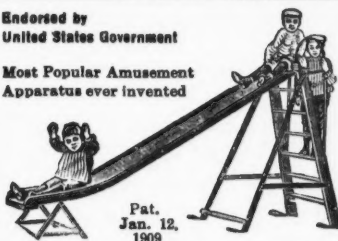
School and Clergy Trade Invited
352 Jackson St., MILWAUKEE

McChung's Mineral
Ink Powder

THE STANDARD—OVER THIRTY YEARS
Made in the following colors:
DARK BLUE JET BLACK GREEN
BLUE BLACK RED VIOLET
MINERAL TABLET INK COMPANY
Huntington Park Station, Los Angeles, Cal.
(Formerly of Pueblo, Colo.)

Endorsed by
United States Government

Most Popular Amusement
Apparatus ever invented



PLAYGROUND APPARATUS

We carry a complete line of playground apparatus especially adapted for school use. Hundreds of schools throughout the United States have their playgrounds equipped with Tothill slides, teeter-totter, giant strides, etc. Our playground apparatus is durable, strong and safe, and every piece leaving our factory is guaranteed. Write today for our catalog on Playground Apparatus.

W. S. TOTHILL 1806 Webster Ave., CHICAGO, ILL.
Established 1875

ANNOUNCING

NEW MODELS

of
Horan Electric

Altar Bread Ovens
and Cutters

Just marketed
Send for full details

P. H. HORAN & CO.
Horan Bldg., 632-34 Harrison Ave.,
BOSTON, MASS.

JOSEPH GILLOTT'S

STEEL PENS

The Standard Pens of the World

Gold Medals, Paris, 1878 and 1889.
Highest Award at Chicago, 1893.



Selected Numbers:
303, 404, 604 E. F., 601 E. F., 332
1044, and Stub points 1008, 1043.
For Vertical Writing, 1045, 1046, and 1047
ASK YOUR DEALER FOR THEM

JOSEPH GILLOTT & SONS
New York

"CHRISTIAN POLITENESS"

SECOND EDITION
Published by the
REV. M. M. GEREND, St. Francis, Wis.
AN EXCELLENT MANUAL OF CONDUCT
AND ETIQUETTE. CONTENTS:
Cleanliness—Clothing—Deportment—Salutations—Visits—Conversation—Meals—In Church—In School—At Play—On Journeys—Conduct as a Guest—and Letters.
Suitable for Graduation Gift or
Reward of Merit.
Prices Bound in Cloth, \$1.10, postpaid.
Deluxe Edition, \$1.35, postpaid.
Address all orders to

THE YOUNG PEOPLE CO.
ST. FRANCIS, WIS.

Sample copy of Our Young People sent on request.

SCALES for every use

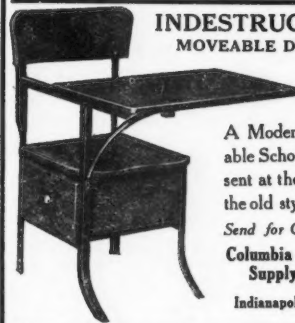
REFRIGERATORS

in all sizes

Supplies for Kitchens

Milwaukee Scale & Supply Co.
97 West Water St. Grand 3991

INDESTRUCTO MOVEABLE DESK



A Modern Durable School Desk sent at the cost of the old style desk. Send for Catalogue
Columbia School Supply Co.
Indianapolis, Ind.

ORATIONS, DEBATES, ESSAYS, ETC., prepared to order on given subjects. \$2.00 per 1,000 words. OUTLINES, \$1.00 each. MANUSCRIPTS REVISED and TYPED, \$1.00 per 1,000 words. Twenty-two years' experience.

MILLER LITERARY AGENCY
211 Reisinger Ave. Dayton, Ohio

Fieglers
CHOCOLATES

Milwaukee

"A Dainty Delight"

Milwaukee Consolidated Music Co.

Successor to

ROHLFING SONS MUSIC CO.
NAU & SCHMIDT MUSIC CO.

Everything in Music and
Musical Merchandise

126 Oneida Street MILWAUKEE
Mail orders given special attention.

Five Year Sweeper

Fill with 3 oz. Cheap
Sweeping Fluid



"Being self-moistened," this brush needs no "Floor Powder" nor "Floor Oil," which saves all that expense (from \$20 to \$30 saved during the life of each Brush.)

Guaranteed Five years in a ten-room home two years in a 30 x 60 foot store—one year in a 60 x 60 store or a six class room school building.

30 DAYS FREE TRIAL—Express Prepaid.
MILWAUKEE DUSTLESS BRUSH CO.
106 Twenty-second St. Milwaukee, Wis.

Kewaunee LABORATORY FURNITURE

We illustrate herewith only a few of the many desks and other articles of furniture for the teaching of the arts and sciences shown in the latest edition of the Kewaunee Book. It contains 416 pages, with many views of buildings and modern installations. The book will be sent without charge, prepaid, to any instructor or official who replies, giving his position and using the stationery of the institution. Address all inquiries to the factory at Kewaunee.



Central Apparatus and
Display Case
No. 1457

Suitable for practically all display purposes. Four sliding doors give access from both sides. Shelves are adjustable.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. Campbell, Treas. and Gen. Mgr.

Kewaunee, Wis. 118 Lincoln Ave.

New York Office 70 Fifth Avenue
Offices in Principal Cities



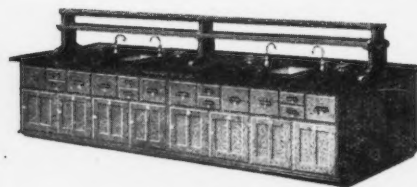
Biology Laboratory Table
No. 1000

For laboratories where it is desirable to have students all face one way. This table accommodates two students.



Physics Laboratory Table
No. 700

Very popular with teachers. Very substantially built. Can be supplied, if desired, with lower cupboard and drawers.



Chemical Desk No. 850

A good practical design at a moderate price that embodies all the essential features of the more elaborate desks.

The word *service* in this company's name applies to the installation of the Johnson Pneumatic System of Temperature Regulation by no one other than the Johnson Service Company. It implies the efficient performance of the apparatus following installation. It includes the company's guarantee of attentive interest in the installed apparatus as long as it exists. It embraces the superior benefits derived from The Johnson System, in its various applications: alone unequally advantageous, and especially so with the foregoing comprehensive elements of strict supervision. *Service*, indeed.

MAIN OFFICES AND FACTORY
AT MILWAUKEE, WIS.



HIGH SCHOOL BOOKS WHICH MEET PRESENT-DAY DEMANDS

THE MASTERY OF WORDS FOR HIGH SCHOOLS

A Speller by Sarah Louise Arnold

This book is based on the latest investigations which have brought to light the words which need spelling emphasis in the high schools, and a nation-wide questionnaire to the teachers of spelling in the high schools throughout the country, asking their judgment regarding what is needed in a high school spelling book to meet present-day demands. Another epoch-making book by a great author and a most unusual teacher.

List price 64 cents. On orders of ten or more copies 48 cents

THE MASTERY OF FRENCH

Book I

G. P. Fougeray

Book II

These books teach French by the direct method and give the student a usable knowledge of the language. The KEY TO PRONUNCIATION is unique, and for the first time makes it possible for a student to acquire the power to speak correctly independently of the teacher. The vocabulary is made up of present-day words, cleverly grouped around subjects of everyday life. The unusual plan for memorizing this vocabulary will cut in half the time ordinarily spent on that part of the work. All expressions which are essentially French and which must be known to really understand or speak the tongue, are repeated again and again until their proper use becomes instinctive. Grammatical facts are presented in so simple and graphic a way as to remove their pitfalls and indelibly impress the principles which govern their use. A student who covers Books I and II will be thoroughly prepared for all standard tests given in secondary schools at the end of the second year.

Book I. List price \$1.60. Ten or more copies \$1.20

Book II. List price \$1.76. Ten or more copies \$1.32

LE FRANÇAIS PAR LA LECTURE, PREMIER LIVRE

G. P. Fougeray

A collection of simple, live and interesting stories, well within the grasp of First Year French students. Pronunciation drills and explanations in French, grammar exercises and questions on the text add to the intrinsic value of the book.

List price 64 cents. Ten or more copies 48 cents

LE FRANÇAIS PAR LA LECTURE, SECOND LIVRE

G. P. Fougeray

A reading book of Second Year French made up of carefully chosen, very attractive selections. Pronunciation drills and grammar exercises give value to the work. The French explanation and synonyms impress upon the student that there is more than one way to express himself in French. The questions lead him to retell the stories in words of his own choice.

List price 88 cents. Ten or more copies 66 cents

LE VOYAGE DE MONSIEUR PERRICHON

G. P. Fougeray

A play in which the characters present the most amusing and interesting contrasts and in which the dialogue is always easy and natural. As it is impossible for English translation to convey the real sense of the conversations, the explanations are all in simple French—so simple as to be readily understood and enjoyed by the student.

List price 68 cents. Ten or more copies 51 cents

HOWE'S NEW ERA CIVICS

The Book of the Hour

The book which 653 teachers helped to build. For the students of today and the citizens of tomorrow, to show them what government is and means in Nation, State and at home, to deepen their interest in community affairs and to light their path to public duty and service. Use this book and teach Civics as it IS—not as it was. For High Schools and Junior High Schools.

List price \$1.48. Orders of ten or more copies \$1.11

A LATIN DICTIONARY FOR HIGH SCHOOL STUDENTS

By S. Dwight Arms

List price 80 cents. On orders of ten or more copies 60 cents each

Giving with their simplified definitions the list of 2100 words which experts have agreed constitute the essential vocabulary for First Year Latin. Caesar, Cicero and Virgil, together with very clever year groupings for quickly memorizing each year's vocabulary. The most practical help in Latin to be had. A book which every High School pupil of Latin should own. Each term its use will save hours of turning from text to vocabulary and from vocabulary to text. The daily use of this book does away with the great loss of time when, after learning these required simplified definitions, the pupil, if his memory fails, is forced to refer to the vocabulary in the back of his text—where the vocabulary is more elaborate and the definitions are given in a different order.

IROQUOIS PUBLISHING COMPANY, Inc.

New York Office: 358 Fifth Ave.

Home Office: Syracuse, N. Y.

Chicago Office: 1811 Prairie Ave.

A Summer School by the Sea

*Twelve Miles
from
Atlantic City*

OCEAN CITY STATE SUMMER SCHOOL, OCEAN CITY, N. J.



*Instruction
with
Recreation*

FOR THOSE WHO ARE OR WHO WISH TO BECOME PRINTING TEACHERS

Ocean City State Summer School is conducted by the New Jersey State Board of Education. The Printing Courses have the endorsement of the Educational Department of the United Typothetae of America. MR. L. S. HAWKINS, Director of the Educational Department, U. T. A., will give a series of lectures during the courses.

C O U R S E S :

Teacher Training

FOR PRINTERS AND PRINTING TEACHERS

The Theory and Practice of Printing

FOR ALL TEACHERS

Linoleum-Block Printing

FOR ALL TEACHERS

Art, as Applied to Printing and Linoleum-Block Printing

FOR ALL TEACHERS

COURSES OPEN JUNE 30—CLOSE AUGUST 2, 1924
FIVE WEEKS—SIX DAYS EACH WEEK

For further information address

W. S. ACKERMAN, *Chief of the Bureau of Credentials*

STATE DEPARTMENT OF EDUCATION, TRENTON, N. J.

F. K. PHILLIPS, *Printing Director, Ocean City State Summer School*

300 COMMUNIPAW AVENUE, JERSEY CITY, N. J.



Ocean City, N. J., where the State Summer School is located (*only twelve miles from Atlantic City*), is one of the most delightful summer resorts along the Atlantic Coast. Hotel and boarding house rates are extremely reasonable. Tuition rates for teachers outside the State of New Jersey are nominal—no charge is made to New Jersey teachers. Send for illustrated booklet describing the printing and normal school courses and Ocean City's delightful attractions.

